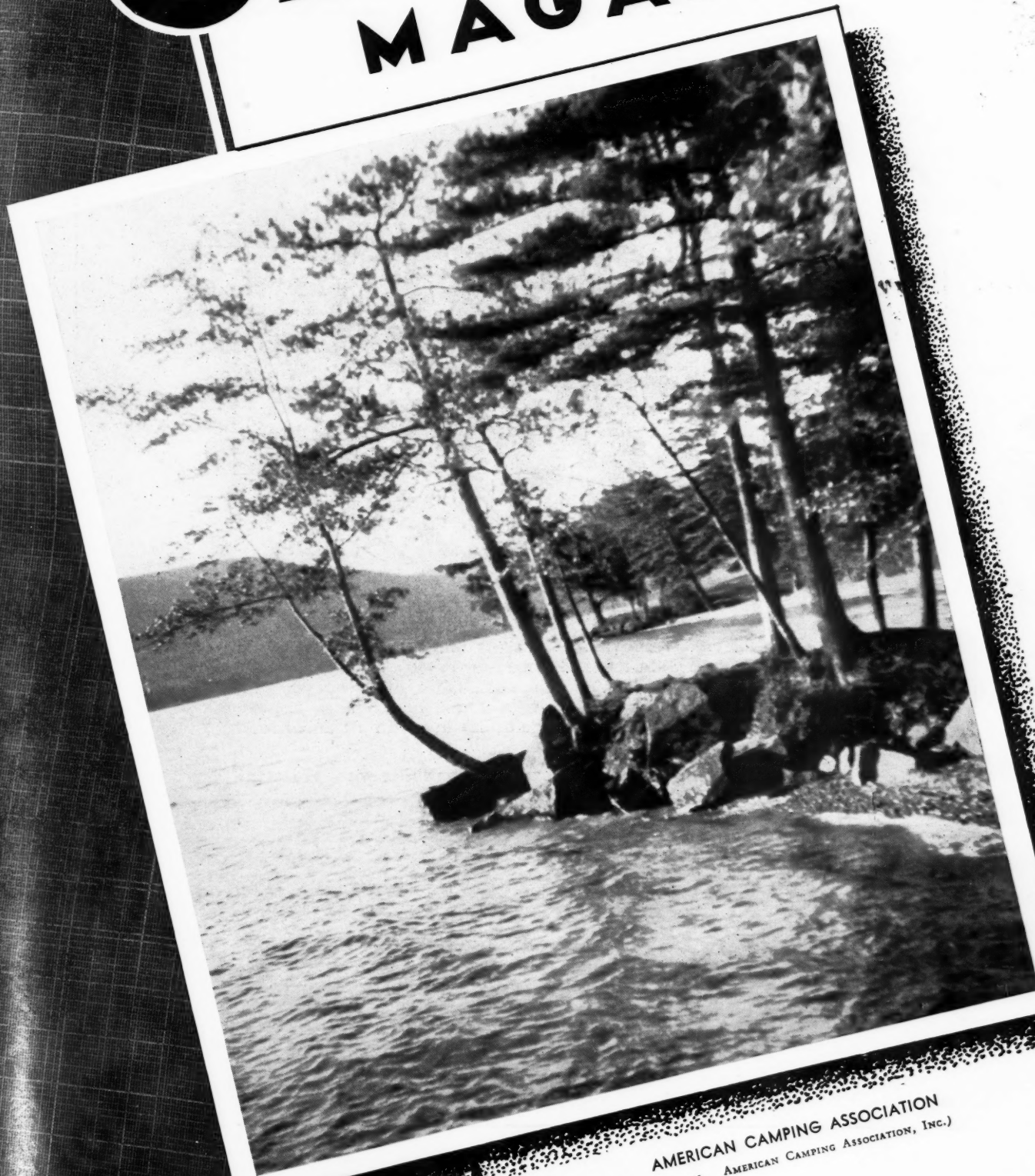


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The

# CAMPING MAGAZINE



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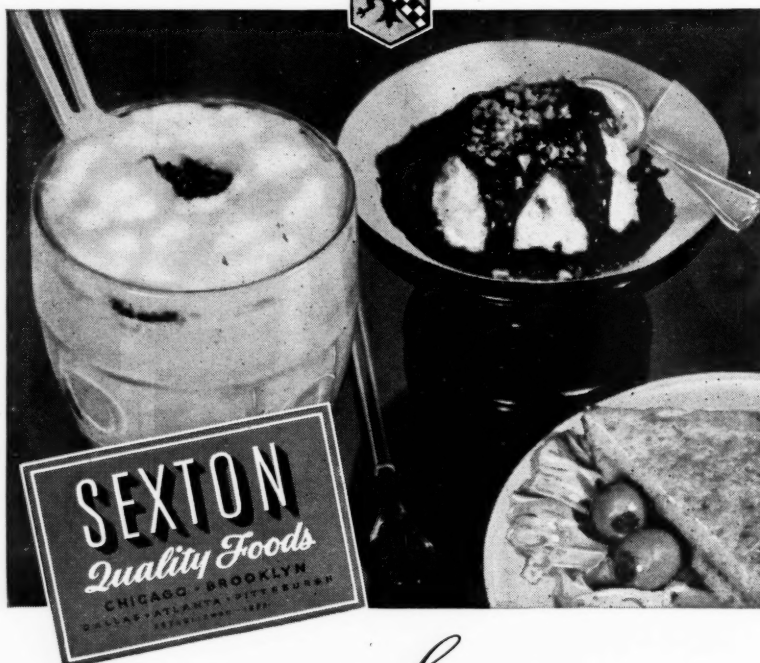
MAY

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Official Publication, American Camping Association

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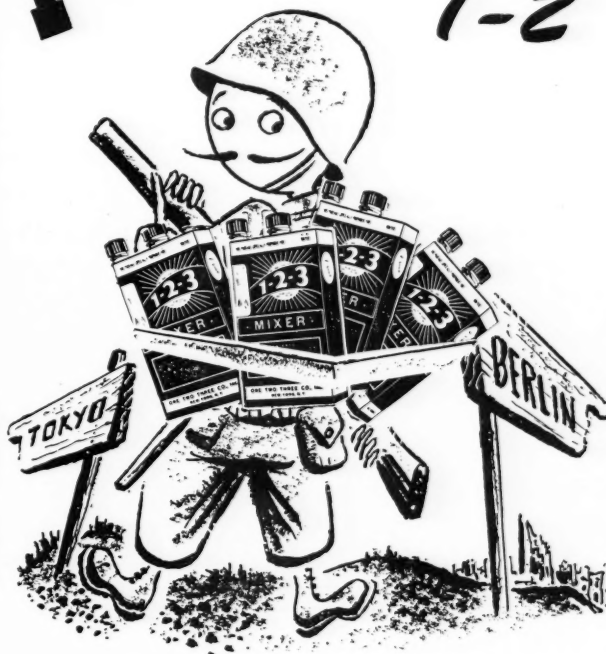
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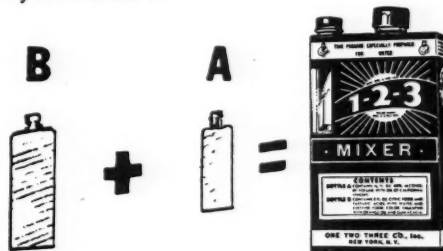
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# Camping Education and Guidance

*An Address Given Before the New England Section*

By

O. T. Gilmore

THOSE of us responsible for camps are challenged by such topics as this to consider the very fundamentals of camping and to see how far we are attaining the goals we have set. We know our camps vary greatly and each one varies from year to year. Anyone of us who looks analytically at even three camps in one summer sees great variations, and certainly any of us who has his own children in camps knows that some camps do an excellent job with most of the children — some do well with part of them — and some simply do very poorly — from the point of view of the child, the parent, and the community, or society — if you will.

I have had over a period of twelve years three children in six camps and I have also over this same period heard every summer the remarks of scores of counselors and campers who have been to your camp and to my camp. I am certain from what I hear that we must be more critical of what we are doing and less presumptive about what our camps are accomplishing.

"Camping Education and Guidance to Satisfy the Energy, Capacity and Freedom of Youth Today"—can camps do it? I think they can and I think most of them make a fair contribution to meeting these youth needs largely through well operated camps along thoughtfully established lines. I think it is done through sound, regulated programs and definitely not through some fanciful dreams on highly theoretical planes. I believe in good camping; I have seen the results of it. *But* if we do this job we must look often and most carefully always to our fundamentals. I therefore propose to take up the basic aims and processes which *I see* as most important to camping, *and* to camping making a contribution, along with other agencies and institutions, to meeting the needs represented in our subject. Certainly I can do little more than mention most of these. I have gone to considerable trouble to check and double check camping and educational writing to see how soundly our course has been laid. I am making very few references to them. I have tried to arrange these fundamentals, aims and objectives in a progressive order.

We need children and youth as citizens of today

and tomorrow who are of sound body and mind. That is a good old-time platitude. Yes, but be careful; it's not easily achieved. We want them to be physically able and mentally alert within their capacities, and emotionally untwisted, or if you prefer, well balanced. Of course, we believe that every camp, privately owned and operated, or agency sustained and directed, can do much on these basic physiological needs of children. But any of us who have worked closely with children know that we *have* to be smart to *see our children as they are*, if we are to help them, especially the ones who need us most, even on these most elemental and basic needs. I remind you that most of them come from quite imperfect homes — whether rich or poor — and from a very topsy-turvy world of tension and hate, and by radio or otherwise, a world of greed and murder. Everyone of them probably has some quite definite need on which understanding directors and counselors can be of real assistance. To be sure, they themselves do not usually know what their needs are; also they may be altogether unaware that anything is particularly wrong with their own little worlds or the world as a whole. We must remind ourselves again and again that all of our campers fourteen or younger have never known a normal world.

In these abnormal times we are in danger of having children grow up like people who have lived next to some chemical plant, perhaps next to a gas manufacturing establishment — they have smelled the odors so often and so long that they smell them no more. Children from homes of poverty and from homes of wealth can at camp often get their first glimpse of life without serious tensions, of people being together without bickering, bitterness, spite and hate. At camp they may experience orderliness, regularity and consistent friendliness among people for the first time. I am quite sure that for many of our children, the most we can do for them in their first camp experience is to relieve some of the tensions, and by an orderly life, give them their first idea of the existence of this world in which people can live peaceably. Every camping experience should then contribute richly to this need of a child's well being. At this point, then, let me underscore our

first signpost which has these words: the first aim of every camp is to further the physical and emotional well being of the campers. All the other objectives of camping I mention contribute to this and must be compatible with it.

## II

In carrying on our camps for the good of our campers we use all we can get by way of help from the best studies of educational methods, I trust; we utilize counseling techniques in individual guidance and we practice the skills of group work as far as we understand them and are competent. We recognize and use the laws of learning in our various activities. We develop and control situations through which children learn by means of satisfaction or annoyance to get along with their fellows. In other words, we want children to learn at camp. Some of our school teacher friends think we have the most choice opportunities of all people who work with children and youth, for they say, we have them under the most favorable conditions for teaching. Probably this is true. Certainly we should ask ourselves then how well are we using this opportunity? Do we have the skill to develop it or are we awkwardly spoiling it? We want to stimulate and sustain interests; we want to build attitudes. How does one do it? I think certainly the best students of educational processes would tell us that we probably do it by finding a happy middle ground between regimentation, with a lot of bell ringing and overly packed schedules, and the unorganized, do-what-you-will type of program which one sometimes sees or hears about. We would probably be told also that our ground of operation lies somewhere between the caustic and sarcastic criticisms through which leaders intend to keep children in their places, and their opposites, the all too soft leaders who never challenge any of the Spartan like qualities of youth. The first can kill all genuine interests and blight all motives for learning and working, and the second fails to stimulate growth. Going to camp cannot be just a vacation filled day after day with a witless sort of idleness and play if it is to satisfy the energy and capacity of youth. May I therefore point up our second objective. The second aim of camping it to have the campers learn, that is to discover new ways, new things, and new experiences and to make or learn to make personal adjustments in light of these new experiences.

## III

Much less than 100 years ago in this country thousands of children 12, 13 and 14 years of age left school and became "hands" in mills, shops and on farms, working ten, twelve and more hours a day. As we see it, that was cruel and wasteful of our resources of youth, but certainly many of those youngsters felt they had a place in their communities and

that they were useful citizens. Right now most of our boys and girls over 12 find they are important to their homes, schools, camps and their communities and to the nation. The key to this feeling is the word participation. It is accompanied by a feeling of proprietorship, a feeling of responsibility for the extent of failure or success which is being achieved.

If we are going to satisfy the energy and capacity and freedom of youth today, there must be without any doubt a genuineness of participation by youth. It must in fact be vigorous and dynamic if we are to approach a program which moves "toward the prevention of delinquency and if we are to sustain worthy interests and attitudes toward work," which really means that youth are given a feeling of being useful and creative for their communities and for a better world order. This must not be regarded as merely a war measure for after the war, even if there should be such general unemployment among adults that help of all sorts becomes inexpensive, we will make a terrible mistake if we revert to the summer hotel, rocking chair type of ease in our camps. Young people 12 to 18 have shown themselves surprisingly competent to participate very actively in planning and arranging for their own recreation and work. They are participating in the operation of hundreds of youth canteens, in running thousands of victory gardens and the collection of millions of tons of useful war material and they are doing hundreds of thousands of hours of useful work every week in the stores, schools, hospitals, on the farms, in the factories, and in the camps of our nation. We have no choice but to allow these young people of ours to develop their capacities for carrying responsibilities by carrying them, for developing their judgment through sharing in operations so that their feelings always say "this is *our* camp." A third fundamental of camping then is this — the degree at which there is participation on the part of campers in planning and operating a camp determines the vitality of interest, the extent of their own development, the strength of their loyalty and their acceptance of responsibility for a camps' success.

## IV

Even more than participation, although partially achieved through it, is the sense of belonging, is the feeling of security in camp — at the dining table, in the cabin, or tent, on the hike, in the craft shop, in games on the play field. The camper must feel he is wanted. Obviously this is especially significant to part of our first aim, emotional well being. The basis for behavior deviations resulting in delinquency is to be found more often in failure at this point, on the part of the family, the church, the club, the school or the camp, than in any other area. It is the



failure to build a sense of *my* or *our* family, of *our* school and of *our* club, camp, gang, etc. . . . Closely akin and normally a part of this belongingness is what psychologists call "peer status" — recognition by one's fellows, those of one's own age group, the feeling of having a very definite place among them. Camp leaders can deliberately contribute every day to building these feelings of security for children and youth. Hedley S. Dimock has well said that "It has become forcefully apparent that camping is not a place but a kind of experience and that unless the kingdom of camping is within people, it is not really a kingdom but an institution." My fourth point is then that camps make one of their most significant contributions to the development of stable, well adjusted persons if they are able to add to a camper's feeling of security in a very insecure world through the development of a feeling "I am accepted here — I am wanted."

## V

As indispensable as these four fundamentals of camping are, namely, physical and emotional well being, learning through new experiences, participation, and a sense of belonging, in answering the demands of our subject they are really not the most important. Why? I will illustrate.

I met a nineteen year old German youth in the new scientific museum in Munich in the summer of 1932, a six foot handsome lad, weighing about 180 pounds, a spirited intelligent fellow, eager to try his school English on me. He was touring and we visited several points of interest together during three days. He was a Hitler worshipper and mildly anti-semitic. He enjoyed all four of the essentials I have mentioned but there we parted company. What motivated his world was quite the opposite of what keeps us going. Later on we exchanged letters. He grew more and more enthusiastic about Der Fuehrer and appealed for American understanding. What I am trying to say, in other words, is that it is highly possible for a camp to do no more with its children in America than youth camps in Nazi countries have done. I raise the question then, does your camp go any farther than these four essentials? For instance, do you believe in indoctrination for democracy? Do you develop inter-racial idealism? For camping in democracy there must be a definite program that will help children and youth to make the mental and emotional adjustment necessary to living in a small world with persons of other classes, races, religions and cultures. They must learn to accept with at least tolerance people who differ from them. That is a minimum and also is as far as many can go in one step, but it is a very important step. All of our camp activities can be used to further this personal and social development by the songs, the plays, dances, crafts, poetry and story telling, foods and their preparations,

costume days, exchange visits, guest visits and so on.

I re-emphasize that this is a minimum. I believe there are at least two higher levels of development for which we should strive with our campers, but let me state first this number five. It is that, in a democracy, camps aim to assist campers to recognize that there are differences in color, speech, customs and religions and in economic conditions, and to accept the fact of the presence of persons who differ from oneself and one's family as a normal part of one's community and nation.

## VI

I hasten to emphasize that we should go farther, and my sixth point is that there should be *growth in understanding and appreciation of different* nationalities, religious faiths, political ideals and economic and social classes. Tolerance, often considered the opposite of intolerance, is a very negative attitude, and is no basis whatever for people living satisfactorily side by side or certainly for cooperation in tackling the tough problems of our tragic times. A willingness to *venture* in understanding and in *trying to appreciate* strange ideas and new ways is a sound and necessary foundation for community building in a democratic state. Such a positive attitude can be readily cultivated in camping situations. However, camp leaders who set out earnestly on such a program will find themselves involved in very heart searching questions. Name calling, brain busting raw dealers, colorful tale telling and accusing remarks will be eliminated. Did you hear about the Jew? Honesty in thinking must be substituted and that is hard to get among Republicans and Democrats, Jews and Gentiles, black and white, Catholic and Protestant, pro-Rooseveltians and anti-Rooseveltians. If done, however, in a camp, it will certainly lead to new appreciations of people and to a desire to exchange ideas with others regarded as different, and also to share any privileges one presumably has. This level is marked by a sign which reads: "In a democratic state working for a new world order, camps aim at growth in understanding and appreciation of different races, religions, cultures, politics and economic conditions and for the development of a desire on the part of campers to share with others one's ideas and benefits."

## VII

The third level, my seventh fundamental, to be reached progressively is that plateau where there is sufficient maturity in understanding or emotional development *or both* on the part of us as persons that one can actively participate in living next to persons of a different race, religion, or class and cooperatively *work* with them without being snobbish or ingratiating or feeling *in any way* at *any time* one is better or

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# Camping and Social Reconstruction

## A.C.A. WORKSHOP REPORT — APRIL, 1945

ED. NOTE. Workshops were conducted at the A.C.A. board meeting on April 7th and 8th, 1945, in place of the convention. As the convention theme had been "Camping Prepares Youth for World Citizenship," the same theme was selected for the workshops at Sunset Camp. The workshop subjects, and workshop chairmen, are here listed.

1. *The Contribution of Camping to Social Reconstruction—*

Harvie J. Boorman, Director of Field Work, George Williams College, Chicago

2. *Social Gains Through the Extension of Camping—* Juanita Luck, Group Work Consultant, Children's Bureau

Reynold E. Carlson, Director of Nature Activities Service, National Recreation Association

3. *Establishing Racial Good Will Through Camping—* Betty Lyle, Metropolitan Girl Reserve Secretary, Chicago

4. *Appreciation of Genuine Work Values Through Camping—* David F. DeMarche, Program Secretary, North Central Area, YMCA

Roy Sorenson, National Council of the YMCA, was coordinator.

### I. Introduction

A social philosophy must be relevant to the times if it is to be serviceable. This statement on "the social philosophy of camping" grows out of our realization of social need, our conviction that camping has an obligation for society, and a recognition that our major contribution is through the education of campers, particularly in the development of their social attitudes, their emotions, and their system of values.

This statement is not intended to replace previous formulations of camping philosophy. We still believe in such aims as social adjustment, health, good times, and other values that are possible from the experiences of simple outdoor living. Neither do we mean to suggest the possibility of achieving our objectives in the immediate future. A social philosophy of camping must be oriented to conditions as they exist now and in the near future. It is hoped that this statement is so oriented.

### II. Characteristics of the Period Immediately Ahead.

The Workshop group identified the following characteristics of society in which we shall be working.

1. *Economic readjustment* due to such factors as re-conversion, accelerated technological

changes caused by a backlog of inventions, changes in world markets, and probable technological developments abroad.

2. *A floating, uprooted, unsettled population*, producing many social problems, including lack of adequate housing facilities, lack of adequate educational opportunities, and the loss of a sense of social stability.

3. *Dynamic social change*, necessitating the adjustment of individuals to an unknown and unpredictable future.

4. *The probability of powerful propaganda*. Improvements in methods of communication, such as the movies, the newspapers, visual aids, and the radio place influential means for shaping and tempering the ideas and attitudes of people into the hands of those who control such means of communication.

5. *Accelerated development in social planning* on all levels. Most of our basic problems are group problems requiring new approaches. The welfare of the individual is more and more dependent on the solution of community problems. The individual is becoming less and less able to solve his personal problems as an individual.

6. *The world, relatively, is growing smaller*. This fact will eventually be recognized. When it is, there will be increased confidence in efforts to gain security through world-wide social organization.

7. *An increased interest in and concern for children*. This new concern has partly resulted from the declining birth rate during the past few generations. Smaller families increases the worth of *each* child.

8. *A large share of the population with a false sense of values*, due to war-time experiences.

9. *A struggle to win back our freedom*. This struggle will be evident in efforts to remove censorship, to free labor from war-time manpower controls, to remove price ceilings, controls on production, etc. Freedom to plan and make decisions must be returned to the individual. At the same time, we must be careful lest powerful economic groups should win their freedom with such slogans as "individual initiative" while those with less influence be enslaved economically through

(Continued on page 34)

# Extension of Organized Camping

A.C.A. WORKSHOP REPORT — APRIL, 1945

A UNIQUE characteristic of organized camping is the continuity of group experience in an outdoor community setting in which a leader shares with campers in a development which is both personally satisfying and socially desirable. The affairs of community life such as work, shelter, health, safety, fun, and high adventure are basic to such a program. The arts, social recreation, nature-lore, athletics, agriculture, forestry are familiar tools in this development.

As we plan for the extension of organized camping we will have to consider standards as well as the expansion of services. For we must know whether camping needs are being met in a particular community and the significance of this camping experience for children and youth. A survey of the varied interests of individuals and groups in organized camping reveals the need for imaginative planning in the development of the diversified camping resources which a community may offer its citizens.

## *Camping in Wartime*

In order to meet the wartime needs of children and youth, camping programs have been adapted to include a diversity of interests and a broad scope of development quite beyond traditional camp programs.

Expansion of camping services in wartime has come about primarily through (1) extension and adaptation of existing programs to serve more children, and (2) initiation of new programs by agencies, organizations, and groups. Adaptations in the programs of public and private agency camps, organizational camps, and privately owned camps, show an increased utilization of camp facilities through year-round programs, week-end, day, family, and co-recreational camping. New camping programs have been developed by county recreation committees, municipal departments of public recreation, city and district schools, churches, and some union organizations. In some instances, these camping programs are integrated into the year-round program of a particular agency, such as a department of recreation. In other instances, a camping project has been developed to meet the special need of a group such as the children of working parents or young employed workers. Privately owned camps have expanded their programs and utilized their facilities to meet increasing demands for long-term camp services, day camping, and short-time opportunities, within their

regular season. Increased attention to the inclusion of children of different cultural and racial backgrounds in camping communities has also been noticeable. Farm and work camps illustrate the integration of camping programs into rural and urban economic life. Developments in day camping for rural youth reinforce the values of continuity in a camping experience and the relationship between leaders and campers.

The interest of public and private schools in organized camping has been reflected in the operation of camps by (1) local school boards, and (2) by the camping-education movement. Camping operations of local school units have included day camping, week-end trips, and overnight camps under school auspices, as well as some resident camps. Demonstration in outdoor-education projects by teachers colleges, such as the Lanning Day Camp Project under the auspices of the New Jersey State Teachers College, can be added to the previous experimentation in school camping in New York and Michigan. Other joint projects in which local boards of education cooperated with local commissions of recreation or other groups in making camping available to school children, are the Day Camp project in Pittsburgh, Pennsylvania, and the camping program in Los Angeles, California. Several questions arise in relation to camps operated by local school districts: what are the objectives of organized camping under school auspices? What are the sources and qualifications of leadership? What is the relationship of the camp program to school curricula? How are children selected and grouped in school camping? What is the relationship of the school camp to teacher-training programs? How are school camps related to community-planning groups?

It has been recognized that other groups whose primary purpose was other than the provision of camping services, such as churches, service clubs, labor unions, urban leagues, have either operated camps or cooperated with appropriate agencies in providing camping services for groups within their respective organizations. Health agencies and other civic organizations have also sponsored camps for specific purposes, such as fresh-air camps and camps for crippled children.

## *Camping Resources*

An inventory of camping resources might include both facilities and leadership. Public facilities in-



clude the broad resources administered by the National Park Service which renders many services to States and counties; State, county, and local park areas; properties of municipal departments of recreation and municipal and county park boards; local public-school properties; and U. S. Forest Service developments. Except for a few governmental programs in operation prior to the war, such as the C.C.C. and N.Y.A. projects, governmental activity in camping has been limited to the development of camping facilities.

Public facilities for organized camping, under the National Park Service and the U. S. Forest Service, have been utilized by public and private groups such as youth-serving organizations, 4-H Clubs, The Grange, churches, family and children's service organizations, community centers, park and playground associations, and schools. The development of Recreational Demonstration Area projects, under the National Park Service, has made a substantial contribution to camping resources, including camp sites and equipment. The Extension Service of the U.S. Department of Agriculture operates a camping program as an integral part of the 4-H club programs in agricultural counties.

Private facilities include a variety of private-agency, commercial, organizational, and privately owned camps. Use of private facilities is usually determined by the program of the particular private agency, organization or group, or individual camp owner, as these properties have been acquired by groups in accordance with their respective objectives.

The operation of camping programs has been carried out in local communities by private and public agencies, commercial organizations and private individuals. A varied pattern of services will be found in any particular community. Some private agencies may provide leadership and equipment but operate their camp on public property. Municipal departments of recreation and boards of education may operate an organized camping program as part of their year-round recreation program. Other private agencies have acquired extensive camp properties as part of agency facilities. Several agencies may plan joint camping programs utilizing both public and private properties. Day-camping programs have brought about many new uses of public and private properties in municipalities and counties. Privately owned camps, estates, and farms have been utilized for organized camping programs under individual sponsorship as well as by such groups as the Girl Scouts and Boy Scouts. Commercially owned properties, camps owned by union groups, cooperatives, industrial and business concerns, have been utilized by young adults and families independently of agency sponsorship. Churches have acquired camping properties to be used as an integral part of their program

for the children and youth in their membership, and these camps are also used by community groups.

An inventory of camp facilities in a local community may reveal that the total of private, public, organizational, commercial, and privately owned facilities does not adequately serve the number of children, youth, and adults who have expressed a desire for some type of organized camping. While it is recognized that some agencies and groups have been effective in sharing existing facilities, with the objective of making camping possible for more children, additional and varied types of camping facilities are needed in most communities. Full utilization of camping facilities, public and private, through a diversified camping program including short time, long time, week-end, hostelling, family, co-recreational and winter camping, will strengthen the existing services.

The provision of adequate leadership for the extension of organized camping services is a primary concern in most communities. Leadership-training courses and recruiting programs in colleges and universities and under the auspices of national organizations, councils of social agencies, and camping associations must take responsibility for developing the needed skills. New sources of camp leadership must also be found if there is to be any substantial increase in camping programs in local communities. Pre-season camping courses, in-service training and so on, can be utilized to encourage qualified personnel to assume leadership roles in the camping field. Special studies and research as well as more general articles and publications on camping, may stimulate an interest among community groups. Camping leadership has a responsibility to contribute its knowledge and skill to the end that more children and youth may benefit from organized camping. The American Camping Association, a voluntary national group, has developed standards and given advisory consultation on organized camping, including leadership, facilities, administration, and program. Sections of the American Camping Association have utilized this consultation as have national agencies and organizations which operate camps in local communities. The U. S. Office of Education, the Children's Bureau of the U. S. Department of Labor, and the Recreation Division of the Office of Community War Services have also given consultation on standards for organized camping services.

#### *Development of Camping Through Community Planning*

Organized camping must become an integral part of community programs through a process in which camping leadership shares in the responsibility of meeting the needs of the community. Camping leadership and facilities, both public and private, must

be regarded as community resources. Such a concept does not mean "pooling" of resources nor does it imply "sameness" of programs. Instead it recognizes the distinctive contributions which different camping programs can make to meet the varied needs of groups in a given community.

There is no typical pattern for planning camping services in the local community. There are various groups in which planning for camping may be carried out. Several local planning groups, such as a camp or group-work section of the council of social agencies, community council, summer-activity committee, county recreation committee, inter-agency committee, public-recreation planning board, city planning commission or park board, may carry out some phase of this planning. Leadership within agency groups, organizations, and privately owned camps may plan independently for camp programs in their respective organizations. In a few instances, sections of the American Camping Association have stimulated community planning for camping. No recommendations can be made in naming the specific group in a particular community which should have major responsibility for planning for organized camping. It is generally accepted, however, that organized camping is part of a recreational plan for communities, with social and educative value to children and youth. Therefore, planning for camping should be placed in the group which can deal most effectively with public, private, organizational, and privately owned camp resources. The particular structure used for community planning in a city, town, and county will have to be considered in selecting the suitable group or channels for effective planning for camping. In one city, Pittsburgh, Pennsylvania, the camp council in the council of social agencies carries on some camp planning with representation from camps under the auspices of organizations, and public and private agencies. The Camp Bureau of the Greater Boston Community Council gives consultation to individuals and groups on available public- and private-agency camps but does not include privately owned camps. This bureau also makes referrals from case-work agencies to camps, collects and analyzes camp statistics, interprets camping services to the community, visits camps, sponsors leadership training courses, and establishes criteria for evaluation of agency-camp programs. In other cities where privately owned camps represent a substantial part of the camping resources the council of social agencies may not be the most representative group for camp planning. A local section of the American Camping Association may serve as a channel for an informal exchange of ideas, professional affiliation of camp leadership, training programs, publicity, and interpretation of the national camping movement.

Which is the appropriate group for planning services may depend in part upon the relation of camping to total agency or organizational programs. Camp planning is related to the total community structure such as city planning boards, councils of social agencies, boards of education, community councils, as well as to planning done within the individual agencies such as Y.M.C.A.'s, Y.W.C.A.'s, Girl Scouts, churches, and schools. Small communities and rural areas have different planning channels which must be utilized. It is recognized that in most communities there has been more joint activity between groups in sharing camp facilities and interpreting camp programs, than there has been joint planning for services to meet community needs. But facility planning has often been in advance and separate from leadership and program, particularly in relation to the development of public resources.

Community planning for organized camping resources is related to local and State developments in the leisure-time field. A few State recreation committees have included camping as part of their responsibility. One or two States are contemplating permissive legislation for the extension of public camping resources. Camping has been mentioned in delinquency-prevention programs by official youth bodies in two States. One or two State boards of education have permissive funds for demonstration of camping programs. In Michigan, the Youth Guidance Committee appointed by the Governor includes representatives from the Michigan section of the American Camping Association. Several States have licensing or inspection laws which cover organized camps, with responsibility vested in State health departments, State welfare departments, or a combination of agencies.

At the present time planning developments in States, such as State planning councils, State planning boards, post-war planning commissions, State recreation committees, indicate the need to include organized camping as part of the total leisure-time services.

#### *Forecast*

Post-war planning for camping facilities is being carried out in projects under State park administrations and as part of larger public-works projects. Funds available for such facility planning have been State surplus funds and Federal funds under the Federal Facilities Act. Funds have not gone to local communities for operation of services, personnel, or buildings. It is possible that some local communities may participate in Federal public works projects as well as voluntary funds subscribed for war memorials during the post-war period. The development of regional parks may increase resources for organized camping. Municipal camps have been developed for

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# Establishing Racial Good Will Through Camping

## A.C.A. WORKSHOP REPORT — APRIL, 1945

THE subject, as here considered, includes establishing intercultural, as well as racial, goodwill through camping.

Intolerance is rife. Ignorance, war tensions and unrelenting propaganda of hate threaten to divide us. Every individual and every institution of goodwill must make every effort now to foster understanding and acceptance among our cultural and racial groups. We shall make progress through such concerted effort or we shall have violence and disunity.

Many individuals and many institutions realize this fact. Public schools, social agencies, libraries, foundations, church bodies and publications in all parts of the United States and Canada have undertaken constructive programs in this field. As educational institutions, camps should be in the vanguard. Soon after Pearl Harbor, at the Alexandria Workshop, the American Camping Association recognized its role. The statement on "Camping in War-time" formulated there included among desirable camping objectives that of "developing an understanding, acceptance and appreciation of other nationalities, races, economic groups and religious faiths." To meet this objective, the statement recommended "in the composition of the camp, a deliberate attempt to secure some international, interracial, interclass and interfaith representation, and to work for their satisfactory experience with such interpretation as opportunity permits."

A good educational experience has been found to be based on these conditions:

1. The point of view and the conviction of the camp director.
2. The procedure of interpretation which is developed.
3. The care taken in selection and training of staff.
4. Camp program.
5. The carry-over from camp so that interpretation can be on a year-round basis.
6. Support from the American Camping Association and its sections.

The desirable objective is to establish the principle of accepting people on the basis of their individual worth rather than on the basis of their race, religion,

economic status, cultural or nationality background. Camp is a particularly favorable and controlled situation in which to further this objective.

### *Point of View and Conviction of Camp Director*

An enlightened point of view and conviction by the camp director is a basic condition. He represents the educational as well as the practical authority to parents and, where agency camps are concerned, to camp committees, and to Boards.

### *Procedure of Interpretation*

Interpretation to camp committees has been based on the following factors in camps where successful programs of this type have been launched: the stated ideals of most camps, particularly of those camps operated by churches and social agencies, are at variance with a policy of discrimination; camps which receive subsidy from a Community Chest have a moral obligation to provide service to all elements among the contributing public who need camping service; intercultural and interracial camping has been tried and proven acceptable by camps of the highest standard, and there are records to demonstrate this.

Furthermore, it has been found wise to initiate the project as an experiment; (perhaps starting with a few campers or for one camp period) to select carefully those of the hitherto unaccepted group who are now to be admitted as campers and counselors.

Interpretation to parents has been found to be successful when based on these factors: It should be positive—stated in terms of "we are fortunate to secure these fine boys or girls"; the standards of camper selection as to personal character will be maintained, and it should be recognized that good character is to be found in children drawn from all backgrounds; camp is an educational institution, and learning to live with persons of other backgrounds is a valuable lesson in citizenship, particularly when our soldiers of all backgrounds are dying together for the same cause. It is valuable to use parents for interpreters whenever possible.

Some parents will be found who share the camp director's conviction. Others will object. The great

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# Work Experiences and Camping

A.C.A. WORKSHOP REPORT — APRIL, 1945

THOUGHTFUL individuals in the camping movement are recognizing work as a valuable experience for the camper. According to Dimock, many leaders in the camping field are asserting that the only justification for the older boy or girl being in a summer camp for longer than a short vacation period will be that he or she may do some useful work.\*

Our recent experiences in farm camps, harvest camps, reforestation projects, and other work and camp projects have brought out many values. Actually, work camps for older boys and girls have been in operation in this country for more than ten years. However, it took the mushroom growth of work projects, resulting from a manpower shortage and involving boys and girls of camp age, to again focus our attention upon the potentials of a work camp as an educational experience for social responsibility.

The Associated Junior Work Camps, Inc., a non-profit organization promoting, organizing, and operating work camps for high-school youth since 1938, has recognized these educational values. The executive director in a recent report states that the Association "believes that work camps are an important educational approach to intelligent and responsible citizenship for all youth."

The American Friends Service Committee offers opportunities for high-school boys and girls to participate in rehabilitation and construction projects outside of school hours.

Forward-looking educators have recognized the possibilities of work camps for training young people to take their part in community life.

Dr. Walter Cocking, managing editor of the "School Executive," listed the following reasons why work experience should precede an individual's entry into adult work relations:

"Everyone, regardless of his economic or social status, should know how to work from first-hand experience and should be able to do some work skillfully."

"There is less and less opportunity to obtain work experience in the average American home. One has to learn how to work. Work cannot be taught successfully as incidental to other activities or as an extra-curricular enterprise. It has to be taught specifically."

There is evidence that schools are considering the inclusion of work experience as part of their curricula. Some colleges, such as Antioch, alternate work

periods with study periods, and graduation depends upon experience in both.

A significant trend in the development of work as education is seen in "The Findings and Recommendations" of the National Resources Planning Board as released in the "New York Times," March 11, 1943, stated under 2B, "Programs for Youth."

"The curricula of the schools should be revised so as to provide that all young people obtain meaningful unpaid work experience in the school or in community service during period of school attendance."

The "Report of the Drexel Lodge Conference," sponsored by the Drexel Institute, Philadelphia, Pennsylvania, and held in May, 1943, recognizes the need for secondary education to provide services with characteristics of the former Civilian Conservation Corps and the National Youth Administration:

"It is our position that this service is so important that the secondary school cannot much longer maintain its position as an institution having a 'vital place in American life' unless it enter this field . . ."

"Vocational training centers, conservation camps, work centers, youth hostels and the like should be organized and administered by state departments or perhaps by regional offices established for its purpose . . ."

"Should work experience under school supervision be continued and expanded after the war as a regular function of the secondary school curriculum?" It is to answer this question that the National Child Labor Committee has undertaken a study of combined school and work programs which have been established to meet war needs. Leading representatives of industry, labor, education, health and psychology have been appointed on a special advisory committee for the study.

This somewhat lengthy introduction is presented to show the scope of efforts undertaken by various agencies to provide work experience for youth, and to indicate that efforts in this field are and will continue to be on the increase. Though no brief is held for any particular type of approach to the problem, the experiences of other groups should prove fruitful to "recreational" camps as they plan to enlarge and enrich the work possibilities in their own programs.

## WORK AND THE CAMP

### *What is Work:*

A clear definition of the concept "work" is needed if all who read this report will impart the same mean-

\*Hedley S. Dimock—"Summer Camps, Today and Tomorrow," Survey, May 1944.

ing to the term. The dictionary defines it as "exertion directed to produce or accomplish something . . . productive or operative activity."

For our purpose the following working definition will serve: Work is a useful undertaking producing desirable results for the individual, the camp or the community. This work may or may not be engaged in for monetary returns.

### *Three Settings for Work Experiences*

I. Work is carried on in the so called "recreational" type of camp.

At this point it is necessary to distinguish between chores and work projects. Chores or "housekeeping duties" are routine activities in the daily care of the camp. They include such activities as cleaning cabins, washing dishes, general K. P. work, and cleaning the camp grounds. Work projects involve special efforts toward beautifying, improving or enlarging camp facilities. Building retaining walls, improving wood lots, establishing nature trails, planting trees, removing fire hazards, developing pest controls, building bridges, cabins and lean-to's are examples of such work projects.

II. Work projects outside of the camp, but using the camp as an operational base.

Some possible projects are: harvesting of berries, fruits and other crops; reforestation and trail making on public lands; fire prevention work; assistance to nearby communities on local recreational developments and in recreational leadership.

Work projects in this category should probably be restricted to high school age youth, operating in small groups under capable leadership.

### *III. The Work Camp*

This type of camp has been characterized as a cross between an "orthodox" camp and a regular place of employment. It is usually a small group, organized for a specific work project. Campers live on a cooperative basis, taking turns cooking, doing their laundry, and cleaning their living quarters. They work about six hours a day, five or six days a week, during the summer. Workers are volunteers who pay their own expenses, although on farm labor projects, in order to maintain the wage standards, they accept the prevailing wage rate. In the work camp, service to others is the motivating factor.

Work camps should not be confused with farm labor camps which appear as an emergency war measure and which employ numbers of unskilled youth as farm labor. The youth in farm labor or harvest camps are for the most part primarily concerned with earning money.

Inasmuch as our orientation is chiefly in times of the postwar period, attention is here given to the work camp idea rather than to the harvest or labor camp.

Possible projects for a work camp may be quite similar to those listed under the two previous classifications. The main difference is that this type of camp is organized with work as its primary purpose.

### *General Objectives of a Work Experience*

1. To provide boys and girls with a chance to work.
2. To give campers an opportunity to learn the dignity of work, no matter how menial the task.
3. To inculcate good work habits by:
  - (a) Requiring the camper to follow through and finish a job once started.
  - (b) Seeing that each boy or girl takes his turn and assumes his proper share of the work. This is particularly necessary in routine tasks.
  - (c) Holding the youngster to strict account for a quality of work commensurate with his age and ability.
4. To develop in campers, skills in the use of basic tools.
5. To teach boys and girls to work cheerfully and enthusiastically. The story of the three stone masons engaged in building a church well illustrates this point: When asked what they were doing, one answered, "laying stones"; another said, "earning a living"; and the third, "building a beautiful cathedral." It is this latter attitude which a good work experience should help mold.
6. To have campers see their job in terms of a contribution to self, to the group, to the camp community, to others.
7. To provide a practical preliminary vocational education.
8. To inculcate and strengthen good character traits—those qualities which we term as dependability, reliability, initiative, resourcefulness, confidence, etc.

### *Some Specific Objectives for Out-of-Camp Projects and Work Camps*

1. To render service on a socially important job.
2. To assist in the production of food.
3. To train campers in farm and agricultural skills.
4. To train for citizenship through group responsibility.
5. To cooperate with the life of a community.
6. To promote city-country understanding.
7. To promote racial and cultural understanding.

### *General Principles Relative to a Work Experience*

1. Generally speaking, a larger share of the work in camp can, and should be done by campers.
2. Work projects should be selected on a level commensurate with the age and ability of the campers.
3. The quality of the finished product should be judged in terms of the age and ability of the youth.
4. The work experience must be satisfying to the individual. This satisfaction will depend, to a large extent, upon a sense of achievement, on the worth of the project, on the basis of service to others, on the effectiveness of the leadership.
5. Where expensive equipment, tools, and supplies are involved technically skilled leadership should be assigned. Some work projects do not require of the leader as much in technical skill as in imagination and inspiration. In all cases guidance is essential.

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# Western Training School for Summer Camp Naturalists

By

L. E. Hoffman

EVERY child entering a summer camp has the right to be made acquainted with his outdoor environment. He lives, acts, and sleeps in a new world when he goes to camp. It is a world of wind-music, the smell of wood smoke, the numerous noises of the night, the flashing pin-points of light in the night skies, the shimmer of the lake; a whole world that he has been dreaming about all winter and is now a part of!

Sadly enough this world of wild things is too frequently ignored. Baseball, basketball, track meets and all the paraphernalia of the urban playground are merely transferred to a new setting. These are excellent activities and have their place, but in the

camping set-up a chance for an entirely new group of activities is at hand.

The Camp Naturalist enters this environment with the child. Because of his longer acquaintanceship, and yet retaining the child's feeling of wonder and sense of curiosity, the nature leader is given the glorious privilege of leading the child into an enchanted world! It is a limitless world of fascinating things. It is a world wherein we go from earth to heaven, the leader possessing the magic key to open up the new world of treasure.

Recognizing the possibilities of naturelore, the Southern California Camping Association accepted the responsibility of evolving a leadership training

Local Ranger Meets the Training Group on His Home Ground





school for Camp Naturalists. Even though the individual might have all the enthusiasm and desire to do something with this outdoor laboratory, the plain fact remains that he must know something about the life of his outdoor world before he can successfully lead or enthuse others.

The Association has planned a training school so that definite direction can be given to counselors interested in leading nature activities in summer camps for the current season of '45. Camp Directors of the group were offered the opportunity of nominating candidates from their staffs to take part. It was thought wise to start with a group of fifteen since the whole adventure was in the nature of an experiment. Candidates chosen gave their promise to actually carry on a full summer program of nature adventuring in their respective camps. A further agreement was made that they would attend all sessions and field trips. Costs for each trainee were carried by the camp organization sending the representative. Within the group of fifteen naturalists, five types of private and youth group camps were represented.

The instructor organized a series of five indoor evening meetings each one and one-half hours in length, to be held at a convenient central meeting place twice each month. The time interval between meetings was purposely planned for assimilation of material and for further reading on the topic presented. About half-way through this indoor series, a one day field trip was taken.

Each indoor meeting was intensively planned but had sufficient variety so that maximum interest would be sustained. The first fifteen minutes were set aside for introductions, questions and answers, and for any assignments. For the next fifteen minutes, demonstrations were presented with the major topic of the evening occupying the following forty minutes. The last ten minutes were devoted to summary and to relating the work to the following session. This varied presentation sustained interest at a high level and at the same time related information and suggestions for getting it across to youthful campers. A minimum of theory was offered, most of the work being held to practical application since the trainees faced the immediate problem of doing the job themselves.

Selections were made for large learning units of the nature field as indicated in the following chart:

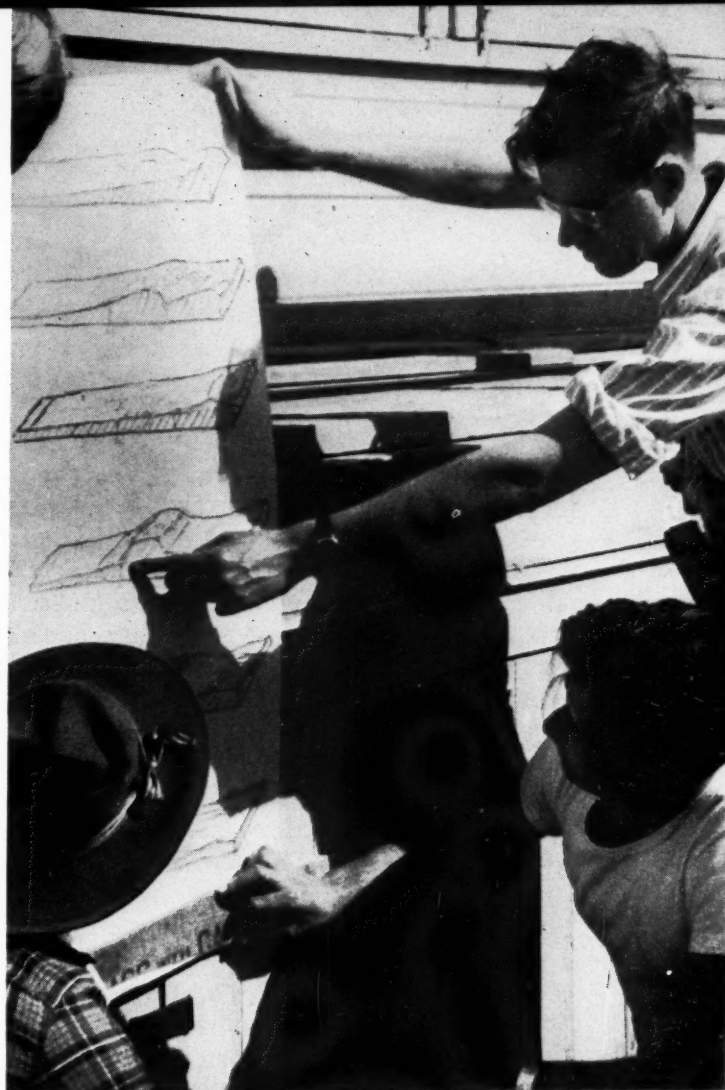
#### MAJOR TOPICS

##### THEORY

Making the camp Nature  
Conscious  
The Nature Counselor  
The Child in his Out-  
door World

##### PRACTICAL WORK

Star Gazing  
Plant Life Around the  
Summer Camp  
Bird Life Around the  
Summer Camp



Instruction in Elementary Geology. Book Work Finds Meaning in Actual Field Observation

#### ONE DAY FIELD TRIP

Nature Exploration  
Point of View  
Self-growth in Nature-  
lore

Earth Study Around the  
Summer Camp  
Mammals Around the  
Summer Camp

#### GRADUATION

In each unit, a minimum set of facts was insisted upon as the spring-board to further nature information. The candidate learned the half-dozen common birds that are found around his camp as well as the same number of trees and shrubs. The six or eight summer constellations that every summer camper ought to know were stressed. Each candidate was urged to know these essential facts so that confidence would cause him to further his information through self-study and field experience.

The field trip took the group through territory that gave them an opportunity to check the facts presented at the indoor learning sessions. The country was typical of the majority of campsites.

Paralleling these large nature units, all sorts of devices and ways of interesting youngsters were dem-  
(Continued on page 42)

# Camp Seamanship

By

W. Van B. Claussen

THE initiation of small craft training can scarcely be undertaken too early, with regard to camper age levels. True seamanship — even though involving only small craft — is so nearly a “way of life” distinctly apart from that of a landsman, that to attain a fair degree of proficiency, one’s nautical training must start during his formative years and continuously keep pace with his normal land development. Unfortunately, the two paths are, nowadays, far less parallel than they formerly were!

*Neatness:* Neatness is an inherent trait of the seaman — not from any aesthetic standpoint, but from the extremely practical one of safety and efficiency. And, seagoing neatness is totally different from prissiness or fussiness. It encourages active use of all equipment, but stresses its correct use and, above all, the proper stowing or securing of equipment when through with it, and making certain that it is ready for immediate use when next wanted.

Neatness is difficult to write into a program. It involves so many little things leading up to a truly important grand total, that it might better be termed an “attitude” with respect to small craft handling. Principally, it is inculcated by the habitual, rather than assumed, personal example of the instructor.

Just what kind of “little things” does it actually involve? Well, such things as making certain that one does not go afloat with a painter dragging overboard, or with a painter that is snarled or knotted, or one decorated with a “cow’s tail” or “Irish pennant”; that all lines are clear and ready for use on sailing craft; that personal gear brought on a trip, has been properly and thoughtfully stowed so that it will not require a hasty scramble if water is shipped or rain comes up.

It also involves making certain that the interior of canoes — and especially of rowboats, powerboats, and sailboats — be properly policed after use, of any debris incidental to the particular trip; that canoes be accurately centered on the racks; rowboats moored with the use of proper hitches rather than hasty knots; sailboats moored and all their gear properly disposed of — including the careful drying of the sails; that damaged equipment such as a loosened cleat or a split paddle, be reported and arrangements made for its repair — not on the “Let George Do It” basis of turning it over to the camp handy-man,

but with the camper participating in its repair under supervision; that paddles, oars, kneeling-pads, and rowlocks, be neatly placed in the locker instead of being haphazardly tossed in; — and so on, through all the small things that mark the development of a “Boatman” or a “Canoeist,” as distinguished from the vacation rower and the weekend canoer.

*Concentration and forethought:* Ability to concentrate upon the task in hand and yet think far enough ahead to avoid getting into needless difficulties, is yet another trait of the true waterman. Development of this trait, in camp groups, requires patient leadership rather than any fiat written into a training course. A keen line of demarcation exists here too because, incorrectly guided it can result in grim, Nazi-like suppression of fun and enjoyment.

Under this heading come countless items which, if they are not in some manner brought to the attention of the campers, will prove stumbling blocks of more or less magnitude until they develop into an incident that forces the hapless one to learn the hard way—and, possibly also results in equipment damage that could have been avoided.

Merely a few of these things are: Lifting canoes off, or on, the rack without observing the hand-grip of one’s partner, with the result that arms are unexpectedly crossed and the canoe dropped, or one’s wrist is wrenched. Paddles and duffle left strewn at the launching site, instead of being placed in an easily visible and avoidable stack. Stumbling and tripping while carrying the canoe, because of failure to readjust an awkward manner of holding it, or lack of concentration as to one’s footing, or because of a definitely poor choice of path or launching point. Launching the canoe in such a manner that it subsequently must be turned end for end; then, laboriously making the turn *against* the wind or current, instead of with their aid. Blocking the waterfront by collecting paddles and duffle *after* launching.

*Patience and perseverance:* These two traits of the nautical person are perhaps the most difficult of development in camp groups. Always, the campers’ restless desire to romp through the successive stages of instruction with little more than a “badge collecting” attitude, must be overcome. Yet — ambition must not be stifled. The clever instructor can draw a series of parallels between learning to paddle and

learning some comparable, and generally appreciated, group of skills in order that the campers' sense of accomplishment is heightened while, at the same time, their respect for the depth of the subject is sufficiently kindled to enlist their patience in mastering the successive steps which constantly lead to higher achievement.

Actually, it is no more difficult to learn to paddle than it is to learn to play a violin — and, the comparison can be made extremely intriguing.

Anyone can pick up a fiddle and produce a noise by scraping the bow across the strings. Very rarely, a "natural" will instinctively produce sweet tones, and may ultimately become a good musician without much formal teaching. So too, anyone can board a canoe and usually manage to get it from one place to another, and occasionally someone will discover that he has an inherent adaptability for the necessary skills. But, the great majority of persons first must go through the painstaking routine of "learning to play the scales," by mastering the individual strokes with the paddle. They then learn to combine strokes, as the violin student learns to play simple chords. Later comes harmony, tempo, expression, and ultimately — after perhaps a year of diligent study — a simple musical composition can be rendered in a pleasing manner. One canoeing student has correspondingly completed the *beginner* stage.

This may be as far as his inclination, or interest, or his available time will permit him to develop. On the other hand he may desire to complete the advanced stage. Having accomplished that he will, more likely than not, be stimulated to go on to the "concert" level — at which point comes the full realization of the richness, depth, and limitless possibilities of a veritable art.

To employ the parallel for the introductory teaching of paddling strokes it can be pointed out that, on the violin, the correct strings must be "stopped" at exactly the right point, and the bow must be drawn with just the right touch, to produce the note or chord desired. There are no "frets" on the violin, as there are on the banjo and the ukelele, and if the stop on the violin string is even slightly incorrect, all the scraping and pressure that can be applied with the bow, still will not produce the desired tone.

Similarly, there are no marks or frets in the water to guide one in the placement and angle of the paddle blade. Only by practice as diligent as is required for the violin, can one learn to dip the blade at the precise point and at exactly the correct angle to produce the desired effect on the course and speed of the canoe. Having a single factor even slightly incorrect, no amount of brute force applied to the paddle can serve as a correction.

But the paddler frequently has to practice under definitely disturbing influences, such as wind and

waves, or currents. Thus, to make a fair parallel, we must ask our violin student to practice in a boiler factory, with passing workers constantly bumping his elbow!

The similitude can be developed almost endlessly. Briefing it to the campers, in connection with the daily practice, can serve to correct the erroneous general impression that paddling can be learned in "six easy lessons," without however developing an attendant defeatist attitude.

Since the average camper has little or no opportunity of learning canoe handling except while at camp, his best interests will be served by majoring on his instruction and minoring on his unsupervised recreational use of the equipment. The instruction need not be in formal classes, however. Indeed, it often is best when disguised as purely incidental "tips" and suggestions during ostensibly free play, to develop in the campers the "Watch me, Coach" attitude of seeking aid and encouragement.

Experience has shown that to carry out this scheme effectively requires an instructor, or coach, on land at the canoe waterfront, and another afloat. They should be sufficiently mature and adept as teachers, to avoid creating the feeling that they are merely nagging and spoiling the fun.

Regardless of the method used for teaching, some kind of an outline must be used, either for planning the daily instruction or to serve as a check-list to make certain that, at some time or other, all phases at a given level of the subject have been covered. Such a suggested outline is appended, on the basic or beginner level, and based on a prerequisite of reasonable swimming ability—that is, ability to jump or dive into water over one's depth and come to the surface quietly and under control; tread water, holding the hands above the surface, long enough to demonstrate ability to do this without struggling or exhaustion; float, either vertical or prone, or with minimum movement, long enough to demonstrate the ability to actually rest in this manner; and, swim back to the point of entry, using any type of a controlled stroke.

#### A BASIC CANOEING COURSE

##### *Phase No. 1—Basic Information about Canoes and Equipment*

1. Learning the limitations of canoes, as to stability, seaworthiness, capacity, and durability.
2. Basic principles of canoe storage; types of canoe racks, and lockers for paddles and kneeling-pads.
3. Learning the characteristics of different types of paddles and the use for which each is suited; nomenclature of paddle parts, and how to determine the correct length of paddle to use.
4. Learning the characteristics of different types of canoes

*(Continued on page 38)*



# Progressive Living in the Out-of-Doors

By

Margarite Hall

**A**N APPRECIATION of the out-of-doors is not static but it grows and develops. At first it may be as passive as sitting in a concert hall listening to a lovely symphony. Both are beautiful and pleasing to the senses. However, it is the unusual person who is capable of fully appreciating her *first* symphony. It is necessary to hear many to learn to feel the theme and discern the varying moods in the symphonic movements. Naturally to become a part of the orchestra which played the symphony would give even deeper emotional satisfactions.

Such an analogy may be drawn of the person who loves the out-of-doors from the comfortable sun porch of his summer cottage and one who has learned to employ and enjoy that same out-of-door world on a six day canoe trip.

In our camp program there falls to us this challenge of helping young people to achieve the art of living comfortably and happily in the out-of-doors. Camp craft becomes a means to an end. Each technique that is acquired only furthers the enjoyments that individuals experience in living under the skies. Though those techniques are important, they must be accompanied by a goodly portion of fun, adventure, and woodland romance.

In a world filled with conflict, pressures, and tensions, boys and girls need to gain from their camp experience this summer a release from these pressures in the constancy and serenity of their out-door surroundings. In order to become resourceful individuals they should have an opportunity to acquire the skills which will enable them to be capable, self-reliant camp citizens.

If we, as counsellors, are to help campers realize these two goals, we must be extremely careful not to plan with them in their early experience camp craft activities that are far beyond their ability. It will be through a graded and progressive program that counsellors will kindle a desire in the inexperienced camper for advanced skills in cook-outs, over-nights, and trip camping.

The first step for any new city camper is to gain for herself confidence and security in her out-door setting. Camp will not provide the gadgets, push buttons, and other conveniences of the modern apartment. As strange as it may seem to the new camper at first, these gadgets are superfluous to living in

camp. There will be some things that are essential—a lashed towel rack, a shelf for the wash basin, bucket, soap and toothbrush; a shoe rack, and a good sturdy pole for hanging wet bathing suits and laundry. These are made with natural materials surrounding the campsite. In learning to use the axe and knife for gathering these materials, the campers learn laws of conservation and information on wild life.

Proving the day by day practicality of the campcraft program depends upon the campcrafters' ability to relate each project to actual living. Camping, too, can become cluttered unless we really need each gadget that is lashed, each cache that is constructed, and every piece of equipment that is carried in the knapsack and blanket roll. The distinguishing mark of an experienced woodsman is the lightness and efficiency of his equipment.

The progress of a campcraft program depends entirely upon the level of the group's experience, the interest and the ability of the individuals. There are no set rules, but, in the course of one summer, four groups may start with more or less the same objectives but plan very different programs and end with varying degrees of skills and out-door interests.

## PLANNING A PROGRESSIVE CAMPCRAFT PROGRAM

In setting up a campcraft program it will be necessary to make a list of the things that people should know when hiking, cooking, sleeping, and living out-of-doors.

- I. When they *walk out*, will they know:
  - the kind of shoes to wear when taking a long trail hike—when mountain climbing?
  - how to walk without tiring too quickly?
  - how to relax and rest when it is time for a rest stop?
  - how to plan and carry the minimum of equipment with comfort, distributing the weight evenly and freeing the hands and arms for walking rhythm?
  - the kind of lunch to pack for nutrition and as a guard against thirst?
- II. When they *cook out*, will they learn:
  - how to plan menus suitable to the skills of the group and the available equipment?

- the kinds of tinder, kindling, and fuel to gather and the difference in the use of hard and soft woods?
  - the rules of out-door fire prevention and how to build the kind of fire—or fires—needed for the menu?
  - how to organize the cook-out so that each person has a job, and know when they are to do their assigned tasks?
  - the necessary precautions to take in the protection of the health and safety of the group and at least one person will know how to use the First Aid Kit?
  - several types of cooking (one-pot meal, toasting or cooking on sticks, or roasting in coals) so that out-door menus may be varied?
  - the laws of a good camper, who cleans up and leaves her campsite in as good or better condition than she found it?
- III. When they *sleep out*, will they learn:
- the minimum personal and camp equipment they will need for the over-night?
  - how to make a stream-lined blanket roll, enclosing all the over-night essentials?
  - how to construct an out-door shelter with poncho, canvas, or natural materials?
  - how to choose a good campsite with proper drainage, a tested water supply, free from hazards, well removed from travelled highways?
  - how to make a comfortable bed upon the ground and how to take the necessary precautions to
- protect clothes and equipment from animals and early morning dew?
  - how to use a knife and axe?
  - how to lash a table, cache, or other necessary equipment?
  - how to construct an out-door latrine?
  - how to build several kinds of caches for preservation of food?
  - and will they know how to transfer the knowledge they gained on their previous sleep-outs to this experience?
- IV. When they *live out* in a primitive camp or on a canoe, bicycle, or covered wagon trip, will they:
- have gained enough confidence in their campcraft ability that the routine of cooking and sleeping out-of-doors will be a "natural" for them?
  - be ready for more advanced activities, such as setting up a permanent primitive camp base, making their own cooking utensils, and doing "deep country" camping?
- It will be a rare exception for any group to cover this entire program in one or two summers unless it is a campcraft or pioneer unit of older campers. Along with every step must go adventure and fun and with every skill must go a reason for knowing. It is far more sensible to learn to dress properly for a hike and walk with ease because the group is going on a vagabond hike or nature browse. Learning to build a fire because we need it for cooking on for a campfire is far more meaningful than just building a fire.

Living Out in a Primitive Camp

—Paul Parker Photo





The Skill of a Woodsman

—Paul Parker Photo



Learning Lashing by Doing It

—Paul Parker

Campers will want to know the why before they get too excited about knowing how.

I can well remember the camper who came to camp from an electrical home in an urban community. She had never lighted a match, and when she was asked if she wished to light her first camp fire, she was hesitant and shy. Fortunately the fire burned beautifully and the campfire program was gay and colorful. She gained recognition from the other campers for her contribution to the evening. Susan liked to build campfires after that, but she also became interested in out-door cooking. She enlisted the aid of her tent mates in locating a spot for a woodland kitchen. It was not long before all the campers in her unit, with the assistance of the campcraft counsellor, were busy lashing tables and cup trees, constructing an out-door stove and building a swinging storage cupboard. After they had finished their kitchen, they wanted to share the results of their efforts and so they planned an open house in the form of a Gypsy Revel and invited all of the other campers.

A sturdy crane built over their out-door stove held two pots of steaming stew, and reflector ovens, made of five gallon oil tins, baked large pans of biscuits to a golden brown. The visiting gypsies liked the kitchen and were high in their praise for the food.

You can be sure that this group's interest in campcraft did not stop here. Their out-door world ex-

panded with an over-night away from their base camp. To the skill which they had acquired of eating happily in the out-of-doors, they added that of sleeping comfortably under the stars in an envelope bed placed upon smooth springy turf with extra soft spots in the correct places to accommodate the curves of the body.

Many of these same girls returned to camp the next summer to continue their out-door living. House-keeping gadgets of the year before had been removed but, with more experienced hands, they were quickly replaced. New campers shared the old campers' skills and soon the entire group was ready to pick up the threads of their last summer's experience. An over-night planned early in the summer seasoned them for a three day Covered Wagon trip. Careful planning of menus and equipment was necessary as baggage had to be scaled to a minimum. Organization of routine jobs and discussion of program for the three days necessitated true democracy in action. On their three day covered wagon trip this group of girls learned the essence of that quality of life experienced by their pioneer forefathers. They built a three day home in a spot far removed from their campsite. Temporary shelters were constructed; an ample store of fuel for nine meals was gathered and stored; food was preserved in a cool cache—secure from insects and animals; and they learned that comfort and hap-



piness were dependent upon cooperation and harmony in their relationships to each other.

This trip welded group spirit and left with each of these girls tangible skills and intangible resources which were carried over into all their other camp activities. It also found expression in the kinds of hobbies and interests that they had during their winter months in school and for many years afterwards.

A group of Senior Girl Scouts in Washington, D. C., found that a progressive out-door experience could be effectively channelled into avenues of service. These girls became interested in the Girl Guide International Service and the British Guide's plan for reconstruction work after the war. They raised funds and sent the money to England for the Guides to purchase a trek cart and equip it with the essentials for light weight camping. This cart was to be used for feeding large groups of people as the workers went into occupied countries.

The girls became so interested in their service project that they decided to build their own trek cart and equip it for troop camping. The cart was light weight, easily assembled and dismantled and could be drawn by the campers. With their trek cart completed they planned a three-day camping trip and made all the gadgets essential for out-door living. Now they are giving demonstrations to other interested Girl Scout troops, showing how a roadside camp for returning refugees could actually be set up by the British Guide International Service in Europe. "We have learned a lot," wrote one of these girls.

"It has given us many new things to think about as well as being great fun and we have planned a two week's camp this summer."

Girl Scouts in many sections of the United States have enjoyed their campcraft experience so much in their regular camp activities program that they have asked if they could not have special older girls' units for pioneering, hostelling, and as a base for trip camping. Many of these girls have applied their campcraft skills to conservation projects. With the assistance of Foresters and Rangers within their camp community, they have transplanted trees, eradicated gallberry bushes which caused the white pine blister, repaired trails and helped to prevent soil erosion. These have been timely service projects, not only for the camps, but for their surrounding woodland communities. With the shortage of man-power the work would not have been done had it not been for these campers.

Conservation of food has gone hand in hand with campcraft programs. Campers have foraged the countryside for wild berries and fruits which have been utilized in pies, cobblers, muffins, jams and jellies. "Somehow, blueberry muffins taste so much better when we have baked them in our own reflector oven," one group of young campers said. "Perhaps the reason is that we made the reflector, built the fireplace, picked the berries, and made the muffins ourselves."

Isn't that just like being a part of the orchestra  
*(Continued on page 36)*

Cooking Out

—Paul Parker Photo



# A Call for Counsel

By

Harry H. Howett

**D**URING the past several years calls for information on camping have come in increasing numbers to the National Society for Crippled Children and Adults. In order to meet this desire for counseling and assistance, the president of the Society arranged for a conference on camping in Cleveland, Ohio, on December 12, 1943. Here representatives of state and national societies for crippled children, camp directors, faculty members of university health divisions, and recreational supervisors counseled for two days and then unanimously called upon the National Society to prepare and publish a treatise on camping for crippled children. Before adjourning, the conferees roughly outlined the topics to be covered in the proposed publication.

The president of the Society appointed Ernest B. Marx, director, Camp Greentop, operated by the Maryland League for Crippled Children, Baltimore, Maryland, Chairman; Joseph E. Gembis, assistant professor of health education, Wayne University, Detroit, Michigan; and Mrs. Gertrude Whitehead, director, Rotary Camp, Akron, Ohio, as a committee of three to cooperate and collaborate with the author of this article in the preparation of the text. During most of 1944 the committee worked on the project and before the end of the year the manuscript was placed in the hands of the printer. The book will be ready for distribution and sale on or before the date this article appears in print.

## *Camping for Crippled Children*

This book entitled "Camping for Crippled Children" contains approximately 120 pages divided into eight chapters and includes types of administrative forms, lists of equipment, menus, some illustrations, and a bibliography. The Foreward is written by the president of the American Camping Association.

The authors found a wealth of written material on camping in general, but not much had been published to guide them on camping for the handicapped. They hope the book will fulfill the desires of those agencies now conducting camps for crippled and disabled children and serve as a guide to others wishing to organize such undertakings. It may also be valuable to schools and colleges teaching the theory and practice of camping for disabled children.

## *Some First Steps*

The historical development of camping, found in detail in the book, shows that the first efforts were

of two types—summer homes and camps. Probably Haxtun Cottage at Bath Beach, New York was the first summer home for the crippled in this country. It was started in 1888 by the Children's Aid Society of New York City. Here, among other recreational activities, one wooden building with sixteen beds was reserved for crippled girls. Each group remained for a period of two weeks. In the next twenty-four years seven other agencies established recreational summer facilities for convalescent or crippled children mostly in New York State. One of them was in California and another in New Jersey. Since then there has been a moderate extension of this type of recreation in numerous other localities.

While the summer homes largely grew out of institutions or hospitals for children, the camping program for crippled children developed from public school classes for the handicapped. The first of these camps known to the National Society for Crippled Children and Adults were initiated by Mrs. Emma S. Haskell and Mrs. Florence E. Robinson, neé Prouty, two teachers of handicapped children in the Chicago, Illinois public schools, in 1899 and 1901. Both of these early camps were located in Michigan, but were soon relocated, the first at Brown's Lake in Wisconsin and the second at Twin Lakes near Plymouth, Indiana. Under the inspiration of their founders, they continued for nearly forty successive years. The Board of Education of the City of Chicago maintained a vital interest in their success throughout all these many years.

## *Growth of Such Camps*

So far as available records indicate the next camp was opened in the Province of Ontario, Canada in about 1914 by Miss Edna H. O'Neil. This was a fresh air camp for crippled children. In 1918 Miss O'Neil and Earl Casey, an orthopedic patient at the Michigan Hospital School for Crippled Children in Detroit, organized Camp Okawana at Port Huron, Michigan.

The year before Okawana was opened, the Berkshire County Society for Crippled Children started an endowed camp near Pittsfield, Massachusetts. In the same year that Camp Okawana opened its doors the Rocky Farm Camp for Crippled Children came into being at Newport, Rhode Island.

According to records and the Directories of Camps compiled by the National Society for Crippled Chil-



dren and Adults, Rotary Clubs in nine cities organized camps for crippled children between 1919 and 1927. Four camps were opened by other agencies from 1925 to 1929 in Michigan, New York, and Vermont. By 1930 there were recorded 20 camps with an approximate attendance of 1,000 crippled and handicapped children. Ten years later there were 4,200 such children in 35 camps; in 1941 in 54 camps there were approximately 5,000 children.

By 1942, war conditions were affecting the administration of such camps. There were four less camps than in the previous year with 300 fewer children attending, and in 1944 the number of children had fallen to 3,518 although the number of camps had increased to 56. The chief difficulty lay in the war manpower situation. Trained and competent camp employees were increasingly hard to find. Food conditions and transportation were contributing factors.

In this historical development five varieties of camps for handicapped children are found.

- (1) Those in which agencies concerned with handicapped children have taken over camp facilities from other organizations for short periods of time.
- (2) Those in which crippled children have gone in groups to camps for able-bodied children.
- (3) Camps operated exclusively for crippled children where groups go alternately for brief periods.
- (4) Camps where a large group attended for a whole summer session, and
- (5) Day camps where the crippled children are at their homes at night.

#### *Camp Variations*

The peculiar needs of handicapped children make it necessary to have separate camps for them. They make it advisable to select a camp site more carefully, to take more precautions for the safety of the campers, and to vary materially the administrative personnel and the program as well as camp equipment from what is required in a camp for the able-bodied.

Probably the greatest deviation comes in the personnel. The director and counselors must have the proper attitude toward physical abnormalities. This must include a sympathetic understanding of personal handicaps and exclude depression and pity which seem to be the normal reaction of many individuals. Such leaders must know something of orthopedic and other physical defects and something about prosthetic appliances as well as general health standards, recreational activities, and child psychology. These are matters to be given special attention in pre-camp training periods and in-training service.

In addition there must be types of personnel not

found in camps for the able-bodied such as physiotherapists and attendants. More service is required from nurses and other medical personnel to advise counselors, craft teachers, the waterfront director, and others so that they may safeguard the campers in all their activities. More responsibility is placed upon a dietitian in such a camp because some of the campers will need special diets prescribed by their physicians.

The number and variety of personnel will depend upon the admission policy of the camp management. The degree of handicap shown among the campers admitted has a controlling influence here; if wheelchair cases and convalescent types of children are included there will have to be more attendants employed, a more variegated program established, and a larger percentage of medical personnel engaged. The managing agency, therefore, must be prepared to balance its administrative staff with its admission policy. All children, of course, will be admitted upon a doctor's recommendation, which will be concerned not only with the medical diagnosis but also with the activities in which the camper may engage while in camp. As in all camps, certain medical routine such as vaccination against smallpox and inoculations for typhoid fever is required before admission.

Most camps, it is shown, do not admit very young children, new cases of poliomyelitis, sick children, those with active arthritis, typhoid carriers, nor spina bifida or other types of incontinent children. Most slightly handicapped children can go to camps for the able-bodied and receive more benefit there where they may compete on fairly equal terms.

Summer homes, day or convalescent camps are better for the severely handicapped, unless there are enough so that the management can run a separate program for them in the camp largely independent of the other campers.

At any rate, plans for admission have to be made weeks in advance of the opening of the camp covering correspondence with parents, making arrangements for medical examinations, and plans for transportation of campers and equipment to be taken with them, and the tabulating of school and medical records. Much more time is required, therefore, to plan for camps for crippled than for physically normal children.

#### *Program*

Camp programs, the authors agree, should be based upon a high degree of camper participation. Directors and leaders should encourage in every way possible the initiative of the campers in planning their activities day by day, as well as over longer periods of time. In the same way group decisions and activities should become the basis of program planning.



Both of these tend to develop constructive democratic ways of living and to provide for the proper flexibility of the program. A high quality of leadership is required to secure safe and sane productive activities but insures enthusiastic interest on the part of all the campers. Handicapped children can do almost anything that able-bodied children can although often the activity must be modified. The program should be planned with this fact in mind.

Craft work takes an unusual place in a camp for the crippled. Here leadership must be given under the joint direction of the craft counselor and the physiotherapist. In many instances, it serves as valuable occupational therapy designed to exercise and strengthen weakened muscles or to train around handicaps by using good muscles in new ways.

In the same way modified procedure makes it possible for handicapped children to swim, dive, and to camp out. The medical activity charts interpreted by the nurse or physiotherapist serve to show what modifications in all such programs are necessary. All of this calls for a high degree of cooperation between the counselors and the medical personnel.

#### *The Place of the Dietitian*

In a camp for crippled children, the authors point out, the dietitian has an even greater significance than in one for able-bodied children. Not only obesity and malnutrition are to be encountered, as in any children's camp, but in many instances handicapped children will come to camp with special diet orders from their attending physicians. Food may be required frequently each day for some handicapped campers, especially those who need extra rest periods. Menus used on hikes or in periods of camping out must be prepared by the dietitian and varied for individuals participating. There will be many deviations from a general menu schedule which require not only professional skill but also a great deal of extra work and time.

#### *Safety*

Every camp management must be concerned with the liability it assumes in caring for children away from their homes. Safety precautions, it is recorded, are doubly important when the children are handicapped. All state health and safety laws must be obeyed and the management must protect itself by adequate insurance and bonding some of the personnel, especially in large camps. This is a subject requiring expert advice. Money can be saved by taking advantage of group, comprehensive, blanket or all-risk types of insurance. Too many separate types of policies may lead to exorbitant costs. Consideration must be given not only to protection of the campers, but also to the administrators, helpers, and visitors.

#### *Records*

The authors indicate that at present some records are required by the federal government related to food and salaries. Requisitions for food filed with ration boards are based upon previous purchases. The O.P.A. requires a record of persons served each day. Income tax forms W-1 and W-2 must be filled in and records kept. Every camp, therefore, must set up a bookkeeping system. Such records are necessary in all camps at least during the war and so long as the present tax law is in force. Other general business records are essential to sound management.

In a camp for crippled children all such records are equally important and in addition thereto the following: (a) medical records accompanying each child upon admission and kept up to date during the camping season; (b) the physician's work tolerance prescription to be followed by the counselors under the direction of the nurse or physiotherapist; (c) the health progress reports for the benefit of family physicians and clinics to whom the children will return at the end of the camping season.

#### *Philosophy*

The camping movement for the handicapped, as for all other children, has an unsurpassed opportunity for a real education. This comes through the twenty-four hour association of the children and the leaders, the social contacts in the camp community, the stimulating influence of the environment, and the opportunities for creative expression of individual interests. In camp the crippled child may be free from the restrictions of the clinic, the hospital, the homes, and the school. Others about him are operating on his own level. He can explore, experiment, invent, and find his own chances for mental and social growth and achievement largely free from fixed procedures and programs. In the best governed camps there is no rigid routine or compulsory participation.

In order to realize such a philosophy of camping for handicapped children camp management must be prepared to engage leadership from mature, sympathetic, socially minded individuals who like children and understand their interests and peculiar needs. The camp should be co-educational and not too large. The larger the camp the more difficult it is to carry out such a philosophy. The aim is to get the child to express himself. In doing this he will naturally gain both knowledge and skill. It is largely a case of losing oneself to find oneself. If a camp's environment, facilities, and personnel stimulate the development of interests, creative expression will follow and this is the highest type of education. Functioning in a group requires that social participation which is the essence of democracy.

# President's Page

FIRST of all, I wish to thank the members of the A.C.A. for the honour they have shown me by electing me to this office. During the next two years, I shall gladly devote what abilities I have to doing the best I can for our Association. Having worked with the other officers and many of the new Executive Committee in other capacities, I know that they are also eager to serve the Association well. We all have confidence in the Executive Secretary, Miss Patterson and in her office assistant, Mrs. Marie Treibull. Because of the attributes of all these people, because of the many worthwhile things accomplished during Mr. Klusmann's presidency, and because of our reliance on the cooperation and guidance of all our members, the prospect is indeed good for progress and expansion in every phase of the work and purposes of the Association.

This "page" is the first of a series which will probably appear in each issue of *The Camping Magazine*. We are doing this so that members may be better informed of the policies, plans and progress of the Association and we hope the idea will meet with approval.

In this issue I wish to inform members of the people who have been appointed to serve as chairmen of the standing and regular committees. Of the seven in the first category, six have accepted. So far only three of the seven in the second category have accepted or been selected.

It is vital to the work of the Association that these committee chairmen be workers and producers, because the bulk of the volunteer work on a national scale is necessarily carried on through them. It is with considerable satisfaction, therefore, that I announce their names at this time. The camping or business connection of each is indicated, together with the Section to which each belongs.

## STANDING COMMITTEES

(also members of Executive Committee)

Leadership—Miss Lenore C. Smith, University of Southern California, So. California

Finance—Mr. Victor L. Alm, Boy Scouts of America, Chicago

Program—Mr. A. Cooper Ballentine, Camp Kehonka, New England

Membership—Mr. Ray Bassett, U. S. Forest Service, Wisconsin

Studies and Research—Mr. Harvie Boorman, George

Williams College (Y.M.C.A.), Chicago  
Ex-officio—Mr. Taylor Statten, Camp Ahmek, Canadian Camping Assn.

Public Relations—Mrs. Ethel Bebb, Red Book Magazine, New York

Ex-officio—Mr. Wes Klusmann, Past President, ACA, Boy Scouts of America, New York

## REGULAR COMMITTEES

Legislation—Mr. Robert D. Lynd, Y.M.C.A., Michigan

Community Aspects—Miss Marjorie Cooper, Camp Fire Girls, Lake Erie

Personnel—Mr. Harvie Boorman, Vice-president, ACA, Chicago

You will notice that on acceptance of the new constitution in February, the Leadership Committee became a standing committee, a prominence which, because of its importance, it has long deserved. In accordance with a motion passed at the Board meeting April 7, 1945, to the effect that "whenever the ACA crosses borders into other countries, there be a member ex-officio on the Executive Committee of the ACA," Mr. Statten, as Chairman of the Canadian Camping Association, was appointed. It is both a courteous gesture and also a boon to the Association work to have the Past President as an ex-officio member of the same Committee.

There has been a change in the duties of the Public Relations Committee and one which will prove beneficial. Our Executive Secretary has been authorized by the Board of Directors to represent the ACA before all governmental agencies, with the power to ask for special member assistants as the need is indicated. This change is in accord with the upgrowth of the Association and has many advantages, which will become clear to all as Miss Patterson keeps us informed of all government regulations as they are decided upon. The work of this committee will now be devoted to interpreting camping to the public through every means, and certainly Mrs. Bebb is the person to direct this so far neglected phase of our Association work. As time goes by she will call on many members for assistance, which I know will be cheerfully and promptly given.

I hope the rest of these chairmen will be appointed shortly and that their names may be announced in the next issue.

(Continued on page 43)

# Across the A.C.A. Desk

## *Timely News and Comment*

By the EXECUTIVE SECRETARY and the EDITOR

### THE MAY ISSUE

We are offering a double issue this month to take the place of the December, 1944 issue, and to try to present the sum and substance of some of the material that had been planned for the A.C.A. convention in March.

As the convention theme had been "Camping Prepares Youth for World Citizenship", workshops were held at the A.C.A. board meeting at Sunset Camp early in April to discuss various aspects of the convention theme. The reports of these workshops are given on pages 5 to 11 of this issue of the magazine.

Mr. Gilmore's article on "Camping Education and Guidance to Satisfy the Energy, Capacity, and Freedom of Youth Today" was prepared in the New England Section as a preliminary convention subject to be used as a foundation for discussion in the convention seminars.

The convention program committee aspired to present at the convention outlines of desirable practices in major camp skills, such as canoeing, campcraft, music, arts and crafts, nature lore, etc. In setting up this issue of the magazine, we have endeavored to interpret, insofar as possible and practicable, the aims and the thinking of this committee. We present for your information and enjoyment Louis Hoffman's story of a west coast nature training course, Margarite Hall's concrete suggestions on developing a campcraft program, and W. van B. Claussen's pertinent and authoritative article on camp seamanship.

The third, or editorial section of this issue presents a panoramic view of significant trends and developments in the A.C.A. as well as in the camping field. Mr. H. H. Howett's "A Call for Counsel" reviews the new manual on camping for crippled children, and points out the problems of camping for the physically handicapped. Committee and section reports highlight the activities of the A.C.A.

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### NATIONAL CAMP SCHOLARSHIPS

Two scholarships to National Camp for professional leadership in camping education have been offered to the A.C.A. for the six weeks summer session, July 6 to August 17. The session will be

held at Lake Mashipacong, Sussex, New Jersey, and will offer advanced field work in camp administration. It is offered only to college graduates with approved experience in camp leadership. New York University is cooperating with Life Camps in offering this summer session; graduate credits are offered. Tuition for the course is \$175.00. Each of the two scholarships will pay \$75.00 toward the tuition. For further information and scholarship application blanks, write to the American Camping Association office at 343 South Dearborn Street, Chicago 4.

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### NEW YORK SECTION REPORT

The New York Section of the A.C.A. has compiled a 40 page report of its camp conference held in January of this year. The report contains a chart giving information on communicable diseases. A limited number of these reports are available for seventy-five cents each upon request to the secretary-treasurer of the New York Section, Mrs. B. A. Sinn, 38 East 85th Street, Apt. 8B, New York 28, N. Y.

\* \* \*

### AMONG OUR CONTRIBUTORS

O. T. Gilmore—Associate Director, Greater Boston Community Council.

Margarite Hall—Outdoor Activities Adviser, Girl Scouts, National Staff.

L. E. Hoffman—Instructor, Naturalists Training School sponsored by the Southern California Section of A.C.A.; Vice-principal, North Hollywood Junior High School; has served as Assistant Supervisor of Nature Study in Los Angeles city schools.

Harry H. Howett—Director of Social Research, the National Society for Crippled Children and Adults, Inc.

Lenore C. Smith—A.C.A. Chairman of Leadership Training; University of Southern California.

W. van B. Claussen—American Red Cross, National Headquarters. Participants whose reports appear in the magazine are identified on page 5.



## THANKS TO CONVENTION EXHIBITORS

Oscar L. Elwell, exhibits director for the A.C.A. convention, reports that last December, thirty-three exhibitors reserved exhibit space for the convention. When the convention was cancelled, the checks were returned to the exhibitors, some of whom then converted their exhibits into advertising in the *Camping Magazine*. We extend our appreciation to all of those exhibitors who "signed up" last December, and we take pleasure in listing them here.

- James W. Brine Co., Inc.—Boston, Mass.  
\*Association Press—New York, N. Y.  
\*Citrus Concentrates, Inc.—New York, N. Y.  
Collegiate Pennant Co., Inc.—New York, N. Y.  
C. F. Emling Company—Chicago, Illinois  
\*Fellowcrafters, Inc.—Boston, Mass.  
The Felt Crafters—Plaistow, New Hampshire  
S. Gumpert Co.—Ozone Park, New York  
\*Higham-Neilson Co. of Massachusetts—Boson, Mass.  
Hilker & Bletsch Co.—Chicago, Illinois  
\*Holbrook Grocery Co.—Keene, New Hampshire  
Johnson Appleby Co.—Cambridge, Mass.  
\*H. A. Johnson Co.—Boston, Mass.  
Jones, McDuffee & Stratton Corp.—Boston, Mass.  
Kellogg Sales Co.—Boston, Mass.  
\*Loose-Wiles Biscuit Co.—Boston, Mass.  
\*Magnus Brush & Craft Materials—New York, N. Y.  
\*Metal Crafts Supply Co.—Providence, Rhode Island  
Wm. J. Orkin, Inc.—Boston, Mass.  
\*John C. Paige & Co.—Boston, Mass.  
\*% Proportioneers, Inc. %, Providence, Rhode Island  
Rival Foods, Inc.—Cambridge, Mass.  
Ad. Seidel & Son—Chicago, Illinois  
\*John Sexton & Co.—Chicago, Illinois  
Stone & Forsyth Co.—Boston, Mass.  
Swift & Co.—Boston, Mass.  
Tampax, Inc.—New York, N. Y.  
Tempo Chemical Co., Inc.—Long Island City, N. Y.  
Twitchell-Champlin Co.—Portland, Maine  
United States Spring Bed Co.—Springfield, Mass.  
\*Vermont Accident Insurance Co.—Rutland, Vermont  
Webster Thomas Co.—Boston, Mass.  
\*Wallace & Tiernan Co., Inc.—Newark, New Jersey

\* Advertisers in the *Camping Magazine*.

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## CAMPING EDUCATION

Significant in the field of education are increasingly numerous courses given by colleges and universities not only in group work but in the field of camping and camp administration. Among those that have come to the attention of the American Camping Association are several projects in Michigan.

*Western Michigan College of Education*, through the generosity and help of the *Kellogg Foundation*, has secured Clear Lake Camp at Dowling, Michigan, for a five-year experimental program attempting to

integrate camping education in the yearly academic program of school children. Children from schools in the vicinity will visit the camp for two-week periods, while teacher-training students from the college will also spend time at the camp acting as counselors for the children. The students will be given a brief course in camping skills.

During the summer session, a Workshop in Camping Education will be held at Clear Lake Camp for six weeks. This program will combine theory and practice in camping activities as well as provide for actual counseling experience plus program planning and administration. Under-graduate and graduate credit is given at Western Michigan College and the University of Michigan, respectively.

*The Detroit Group Project and Wayne University* offer training and field work in clinical group work with children at Camp Chief Noonday, Hastings, Michigan, from June 11 to August 11. Students may enroll as counselors or as participant observers. Detailed information may be secured from Wayne University, Detroit 2, Michigan.

*National Camp* in cooperation with *New York University* is offering its sixth summer of training for professional leadership in camping education, July 6 to August 17. Advanced courses will be offered for camp administrators, directors, supervisors and educators interested in camping education. Details are available from L. B. Sharp, Executive Director of National Camp, Room 806, 14 West 49th Street, New York 20.

*The University of Southern California* is offering a 16 week summer term for group workers (July 2 to October 20.) Courses include social services for youth (a new course); social group work; supervision in group work; and community resources and organization. Additional information may be secured by writing to the Graduate School of Social Work, University of Southern California, Los Angeles 7, California.

*The University of Tennessee*, Division of Extension at Knoxville, and the *Pi Beta Phi Settlement School* at Gatlinburg, Tennessee, announce a summer Workshop of Handicrafts and Community Recreation at Gatlinburg, June 11 to July 18. The summer school is conducted as an Extension Center by the University of Tennessee, and all credit courses are on a regular University basis. Crafts include weaving, woodcrafts, and recreational crafts. Detailed information may be secured through the Extension Division of the University of Tennessee at Knoxville.

*The Treasure Chest*, organized by the Book Committee of the Woman's Council for Post War Europe, Inc., is an educational project of international significance which may be of interest to campers. This committee suggests the collection of books for chil-

(Continued on page 29)

# Report of the Executive Secretary\*

By

Thelma Patterson

## OFFICE.

The services of the A.C.A. office are varied, and they are increasing in scope. The office serves as a clearing house for correspondence, both general and official A.C.A. correspondence. In February, about 750 pieces of mail were sent out; in March, over 1000. This was in addition to the constitution revisions mailing to the entire membership in February. The cancellation of the convention scheduled for March increased the amount of correspondence.

All A.C.A. mimeograph work is done in the office. Extra publications, such as the studies and research pamphlets, are sent out from the office. Membership, financial, and *Camping Magazine* records are taken care of in the office, as is the A.C.A. bookkeeping. Some of the work on the Magazine is likewise handled through the office. We have one full time secretary, Mrs. Marie J. Triebull, and part time assistance for extra work.

## FIELD WORK.

About a third of the executive's time is spent in field work, in visits to A.C.A. Sections and in contacts with government agencies in Washington. The following sections have been visited: New England, Wisconsin, Lake Erie, Chicago, Southwest (Dallas and Oklahoma City), Arizona (for the organization of a new section), Southern California (for a meeting with the president), New York, National Capitol, Allegheny, Detroit (for a meeting with the Michigan officers), Ontario at Toronto, St. Louis, and Nebraska. One visit to Lake Erie was for a Section conference, and two trips were made there for conferences on the *Camping Magazine* which the Lake Erie Section edited from November through February.

## CONTACTS.

Contacts in New York City were made with National Agencies; with Miss Jean Maxwell of Syracuse, where a new section has been organized; with the Associated Youth Serving Organizations coordinating committee, and with Miss Louise Morley of the Office of War Information who is working with youth activities in England. The OWI has requested camping information for European countries. This is being supplied by the A.C.A. office in the

\*Report given at the A.C.A. Board of Directors meeting April 6, 1945

form of our publications and articles.

In Washington, D. C., contacts have been made with the Children's Bureau, the Office of Education, the Office of Community Services, the Office of War Mobilization, the Director of 4-H Club Extension Service of the U. S. Department of Agriculture, and with the Director of the Victory Farm Corps, Extension Service of the Department of Agriculture. Consultation with these national government agencies has resulted in a working together on camping and camping problems. Without exception, the cooperation of the government agencies has been friendly and helpful.

Contacts have included church groups and special services for physically handicapped children. We are beginning to work with the church relations committee on a national basis.

## MAGAZINE.

*The Camping Magazine* was a Lake Erie Section project from fall through February, undertaken under the leadership of Miss Abbie Graham, publications chairman, Miss Marjorie Cooper and Mrs. Sybil Spencer Nims. An assistant in publications, Miss R. Alice Drought, has taken over the editorship of the magazine from March through June. We have 800 subscribers other than those who hold memberships in the A.C.A.

## GOALS FOR A.C.A. FOR THE FUTURE

Goals for the A.C.A. include the following.

1. A more extensive publications job. In addition to the *Camping Magazine*, the total publications job should include the preparation of articles for other publications (some of which is now under way), and the exchanging of articles with other publications. We should publish ourselves, or have available, publications on program helps, facilities and buildings, campsites, leadership, day camp standards, and health and safety.

2. Consultation service, with an advisory board of special representatives from allied fields. Councils of social agencies and community groups, churches, government agencies, educational groups, and the physically handicapped should be represented among the consultants.

3. Increased and extended membership, to extend over lay groups as well as professional groups. This

(Continued on page 34)

# Leadership Training == A Progress Report\*

By

Lenore C. Smith

THE picture of leadership training looks most encouraging for 1945. Throughout the American Camping Association, sections are concerning themselves with providing training opportunities for camp counselors and directors. Twenty of the twenty-nine sections have persons carrying special responsibilities for leadership training. Fourteen of these have already sent information on or completed plans for training courses to be offered this season. The Allegheny section is "planning to place the emphasis upon helping camp leaders who carry the responsibility for supervision of other counselors to do a better job." The Greater Community Council of Boston is offering special courses for directors, new counselors and program specialists. The Southern California Association is offering a general course to prospective counselors and also specialized training courses for nature leaders and for waterfront directors. The Chicago section is using both in-town and at-camp facilities in its program. The St. Louis section is sponsoring the course at Harris Teachers College in St. Louis. The Central New York, Iowa, Lake Erie, National Capitol, Northern California, and Ohio Valley Sections are sponsoring one day or week-end training courses. Other courses planned and conducted by the various sections will be reported as soon as information is received.

At the present time the information on college courses is incomplete, but to date thirty-six institutions have reported that training courses are being offered. The trend toward the inclusion of camping leadership experiences as a phase of teacher training is being developed in several institutions. Your Chairman has received inquiries from several other institutions as to those offering graduate credit for such participation. New Jersey State Teachers College, Trenton, N. J., Fredonia State Teachers College, Fredonia, N. Y., and Western Michigan State College of Education at Kalamazoo, Mich., are offering special training in camping leadership to prospective teachers. National organizations are sponsoring special courses in camping leadership. The Girl Scouts are offering 14 regional conferences conducted by members of their national staff. Of particular interest to some members will be the fact that Miss Marie Gaudette, of the National Girl Scout

Office, is compiling a list of nature leader's courses offered throughout the United States this spring. Special training offered by the Red Cross will be offered as usual in Regional Aquatic Schools.

Another area of interest in leadership training is that of research and special studies being made on the college and on the professional level. A number of such, in leadership training, are under way in various institutions and sections. Briefly summarized they are:

1. "Outing and Camping as Educational Experience at the College Level," Mildred Anderson, University of Michigan.
2. "Bridging the Gap between Camper and Counselor," M. Genevieve Clayton, Iowa section of A.C.A. This study will be of particular interest to those interested in the apprentice plan of training counselors.
3. "Educational Progress in Camping-Planning Training Courses," Frances Burns, University of Iowa.
4. A study of improvement in method of selecting camp counselors is being conducted by David DeMarche, University of Southern California.
5. A study setting up a score-card for evaluating camp practices and standards in health and safety is being conducted by Gil Magida, University of Southern California.

These are a few of the studies which are under way at the present time. We need information on others currently being conducted.

As information is coming in from sectional representatives, there have been a small but significant number of college courses that have been discontinued during the war years. To date six have been so reported.

The following is a list of the A. C. A. sections, organizations, and the institutions of higher learning offering opportunities in leadership training this spring:

*Courses offered with special emphasis on Teacher Training or on Director Training:*

1. National Camp, 14 W. 49th St., New York 20, N. Y.
2. New York State Teachers College, Cortland, N. Y.
3. Western Michigan College of Education, Kalamazoo, Michigan

*(Continued on page 33)*

\*April 1, 1945

for May, 1945



# Studies and Research Committee Report

By

Barbara Ellen Joy

THE Chairman reassumed responsibility for this Committee on re-appointment to the Vice-presidency of the Association after the resignation of Mr. Frederick Lewis.

Efforts were made to form a working committee of people of prominence in camping and allied fields. These members were asked particularly to cooperate with the Chairman in furnishing monthly book reviews for *The Camping Magazine*. This service was provided in every issue of the *Magazine* from that time on and the retiring Chairman has promised to continue aid in preparing this material in the future.

Considerable correspondence was handled with students and others preparing theses, making surveys, desiring special bibliographies or otherwise seeking special information in the camping field. A special camp directors bibliography was furnished by Mr. Rodney M. Britten of the American Baptist Publications Society.

Several articles were procured for publication in *The Camping Magazine* and notices printed therein asking for cooperation by secretaries of sections and by college teachers in regard to training courses being given currently.

The Chairman helped to interest the Iowa Section in undertaking an original study of "The Older Camper" and cooperated with the section as much as possible. This fine piece of work was completed and brought by the Study Chairman, Miss M. Genevieve Clayton, to the Board of Directors meeting April 7th, and turned over to the new Studies Chairman for the use of the Association. To our best knowledge, this is the first piece of original research completed by a Section, and it is hoped other Sections will follow the splendid example of the Iowa Section in the near future.

At the Bartlett Workshop on October 6, 1944, a special committee consisting of Miss Marjorie Cooper, Mr. Frank Bell, Miss M. Genevieve Clayton and the Chairman worked out a Definition of Functions of the Studies and Research Committee, which follows:

In analyzing the areas in which the Studies and Research Committee ought to serve the American Camping Association, your committee reporting has endeavored to make a number of practical suggestions which the Association may endorse and undertake. Three of these, especially as shown in the body of this statement, involve work in the fields of leadership training, health, and community aspects. We are aware that much of this material is not new, but it is sound,

and must be included in the thinking of the Association.

The functions of the committee are outlined below, together with a statement of possible methods by which its aims may be achieved.

FUNCTION I. To provide for studies, information, and assistance in the field of leadership training.

METHOD: a. The Committee shall collect and make available at the national office practical material on all types of training for the use of institutions of higher learning as well as camps.

b. Sections shall undertake institutes and training courses for counselors—if possible, in camps.

c. Sections shall encourage institutions of higher learning to give credit for practice teaching to counselors serving satisfactorily in accredited camps.

d. Sections shall contact institutions of higher learning and interest them in conducting training courses and offer cooperation and assistance in content and instruction.

e. Sections shall encourage the use of the Camping Index plan in training courses, either in camps or institutions of higher learning.

f. Sections shall offer cooperation to institutions of higher learning in the training and placement of counselors.

g. Sections shall report training courses offered in institutions of higher learning in their own communities to the national office. The Committee shall insert a notice in the *Camping Magazine* requesting such material.

FUNCTION II. To encourage and aid students in writing theses in camping and allied fields, and to obtain digests of these for publication.

METHOD: The Studies and Research Committee shall insert a notice in the *Camping Magazine* asking students planning to write long papers or theses on camping to communicate with the Association. The Committee shall further obtain a digest of such papers through the authors or their instructors.

FUNCTION III. To keep the membership informed through the *Camping Magazine* of new books or articles in camping and allied fields.

METHOD: The Committee shall follow the plan now in effect with the chairman being responsible for assigning reviews and obtaining material for the *studies page*.

FUNCTION IV. To work with the Studies and Research, Program, or Special Committees of the Sections in the American Camping Association.

METHOD: The national office shall compile a work booklet, to be issued to the membership, giving the American Camping Association policies, rules, committees

and services that may be expected, from the Association and its standing committees.

FUNCTION V. To furnish bibliographies for special purposes, either to groups or to individuals.

FUNCTION VI. To set up a functioning Health Subcommittee.

FUNCTION VII. To set up a functioning Sub-committee on Community Aspects.

METHOD: The committee shall appoint a sub-committee on community aspects to consider the formation of a policy which shall define the place of the American Camping Association sections in the local communities, especially as it affects relationships with local Councils of Social Agencies. It shall further concern itself with any other aspects of community relationships which may arise, as camp planning on a city or county-wide scale.

FUNCTION VIII. To extend the direct services of the Association to each individual member of the Association by stimulating articulation, and bringing camping material to the publication stage.

METHOD: The Committee shall include, but not restrict itself to, material from national and sectional workshops, reports, magazine reprints, studies undertaken by sections, or any special studies or reports by individuals or groups which will be of general interest and benefit to the membership. In order to promote and maintain membership, it is recommended that, if it is financially possible, a copy of such material be sent gratis to each camp or sustaining member as a prerogative of membership. As the first step in this direction, it is recommended that sufficient copies of "Suggested Standards for Camp Nursing," recently published by the National Organization for Public Health Nursing, 1790 Broadway, New York 19, N. Y., be procured to distribute without charge to the membership. This committee's willingness to cooperate with the program committee in its long-term plan, and particularly in its effort to produce realistic material which will elevate practices in camps, is hereby placed on record. The committee would also like to offer its services in an effort to build up a reference and resource library in the national office.

These recommendations were accepted and sufficient money provided in the budget to go ahead. This was felt to be a real step forward, as previous to assuming the chairmanship, no statement of Committee functions and in fact no precedents or accounts of former work of the Committee had been available. Functions VI and VII have, however, been subsequently removed and these two committees been designated as regular committees of the Association and are no longer sub-committees. In the new constitution recently adopted, the Leadership Committee has been made a Standing Committee and its Chairman will now become a member of the Executive Committee. This is also a step forward, as leadership is obviously a keystone in the ACA arch and should be more prominent in its support.

for May, 1945

Work was immediately started on Function VIII and since last October the Committee has furnished free as benefit of membership to Camp and Sustaining members two outstanding pieces of camp literature, to wit:

1. Suggested Standards for Camp Nursing, by the National Organization for Public Health Nursing of New York City, and

2. The Place of the Organized Camp in the Field of Education, a revised report of the 1929 report of the New York Section.

The first was sold to the Association at half-price and a special ACA imprint superimposed on the front cover. Four thousand additional copies of the second were printed and are on sale at our Chicago office for \$.25. As Function VIII of this Committee is enlarged and new materials added, not only will the camping field be served but also considerable income may be realized for the Association.

The Annotated Bibliography on Camping furnished by the Chairman in June, 1943, during first term of office, has had a good sale and the present issue is almost exhausted. It is recommended that this be revised in the near future as another of the items furnished to Camp and Sustaining members, and 5,000 copies be printed for sale, at some profit to the Association.

The excellent report of the Community Aspects Committee will be sent out with the report of the April Board of Directors meeting.

In closing, the Chairman ventures the hope that the new Committee in its future work may give some consideration to the suggestions made by her on page 15 of the November, 1944 *Camping Magazine* especially to numbers 1, 2 and 4 on that page. Thanks are due to those committee members who helped during this time, to Miss Lenore Smith of the Leadership Committee, to Miss Marjorie Cooper of the Community Aspects Committee, and to Mrs. Helen Leighty of New York who promptly cooperated in obtaining the Nursing Standards pamphlet for ACA use. Special gratitude is due Mr. Frederick Guggenheimer of the New York Section and his Committee for their wonderful cooperation in revising their Section report, and to the Section itself for permission for the ACA to publish it for the benefit of campers everywhere.

## Camping Education . . .

(Continued from page 25)

dren for shipment in treasure chests to the children of liberated and allied countries. Detailed book lists, together with instructions on packing and shipping, are available through the committee whose address is 366 Madison Avenue, New York 17.

R. A. D.

# APPRENTICE COUNSELORS PLAN

## REPORT OF THE IOWA SECTION OF THE A.C.A.

THE camping field is keenly alert to the need for qualified leadership for our camp personnel if we are to meet the growing demand for more camps with good camp standards. The older camper who is interested in being a counselor desires to have training and program which will equip him for the profession of camping.

Realizing these needs, the American Camping Association set up a committee in the Iowa Section to make a study of the question "bridging the gap between camper and counselor," and to take the findings of such a study and recommend a plan to help in the guidance of meeting the apprentice counselor question. Three hundred and twenty-four questionnaires were returned — ninety-three from private camps and two hundred and thirty-one from all types of organization camps. Two hundred and fourteen of the total group have had some type of counselor in training or apprentice counselor plan in their camps as a definite part of their programs.

The challenge that youth offers to us in the camping profession today for leadership and guidance as well as the desire to continue their camping experience through their adolescent years is an ever increasing one. We all realize that the older camper who has camped for a number of years wants opportunities to try out his skills. This is done through our older camper units and through our apprentice counselors programs.

Directors felt definitely throughout the country that some type of leadership training along with experience in camping techniques was needed for our older campers in order to give them more camping experiences as well as prepare them for counselorship. Youth of our nation today have a greater responsibility as they go into the postwar period. Camping has a special contribution in the development of our finest boys and girls for real leadership participation with a good sound background for democratic living.

In the camps where an apprentice plan has been used, the number of years of camp experience required before beginning training varies from none to ten years, with the average being three years. Most of the camps have used a great many of their apprentice trained counselors later on their regular camp staffs and have found that they were exceptionally good staff people and have a better appreciation for camping as an art than those who have not had this special training. Camps having successful plans

have been better able to staff their camps during the war years which again proves the appreciation of apprentices for their opportunities to serve their country by helping campers to live a normal life and give children a camping experience. The number of trained apprentices going to other camps as counselors doubled in 1944 over the preceding two years.

The committee making the study felt that the camping group as a whole was vitally interested in trying out an apprentice counselor plan, and has worked out a suggested course of study which may be used as a basis for setting up such a plan.

The value of the apprentice counselor plan may be studied from three ways: from the apprentice counselor's point of view; the camp director's point of view; and the camp's point of view, as follows:

1. Objectives for the Apprentice Counselor.
    - a. To bridge the gap between camper and counselor.
    - b. To create a desire to continue camping experience through the realization that camping is not outgrown.
    - c. To attain top skills in all phases of camping.
    - d. To learn the history, fundamentals, and future of camping.
    - e. To learn to practice the code of ethics of camp counseling.
  2. Objectives for the camp director.
    - a. To hold the interest of older campers.
    - b. To train campers in the profession of camp counseling.
  3. Objectives for the camp.
    - a. To serve older youth through apprentice counselors experience for "real living."
- The qualifications for selecting apprentice counselors, as brought out by the replies from the directors, are:
1. Be camp-minded — interested in camp program and in becoming a camp counselor.
  2. Leadership qualities as shown in record as a camper and in year round activities (both in school and extra-curricular).
  3. Ability in camp skills.
  4. Adaptability to camp situations.
  5. Junior in high school, and at least sixteen years of age.
  6. Emotionally mature.
  7. Experience as a camper.

*(Continued on page 32)*



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Nashville 3, Tenn.—Nashville Products Co., 158 2nd Ave. N.

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BOSTON 16, MASS.

## Apprentice Counselors . . .

(Continued from page 30)

In one camp where an apprentice counselor plan has been functioning for eight years it has proved very successful from the campers' and the camp's viewpoints. Over one hundred and fifty campers have completed their training and fifty per cent have gone on in the camping profession. The apprentices were contacted who had taken this training and were asked if the apprentice training had been of value to them. All of them felt that this special training had helped them in their camp positions, as well as in college and in their chosen careers. They felt they were better equipped and adapted to meet life situations. This camp has had a complete and well trained staff throughout the war years, and the apprentice unit has created an interest in campers to want to continue their camping experience and to share it with others. The apprentices have justified the time and effort put into conducting this unit.

NOTE: The term "apprentice counselor" was selected because the committee felt it best expressed what we meant by a counselor-in-training unit.

### BRIDGING THE GAP BETWEEN CAMPER AND COUNSELOR

The following committee worked on this problem:

M. Genevieve Clayton, Chairman, Camp Fire Girls Executive, Greater Des Moines Council of Camp Fire Girls, Des Moines, Iowa. Director of Camp Hantesa  
Miss Josephine Joens, Girl Scout Executive, Davenport, Iowa. Director of Girl Scout Camp.

Mrs. Leota Battin, Camp Fire Girls Executive, Cedar Rapids, Iowa. Director of Camp Hitaga. President, Iowa Section, American Camping Association.

Miss Virginia Lee Cunningham, Physical Education Teacher, Des Moines Public Schools, Camp Counselor, Director of Apprentice Counselor Unit, Camp Hantesa.

Mr. Vern Harper, Boys Director, Y.M.C.A., Davenport, Iowa. Director of Camp Abe Lincoln.

Mr. Harold West, Boy Scout Executive, Tall Corn Council, Des Moines, Iowa. Director of Camp Mitigwa.

Mr. Howard Crawford, Boy's Director, Y.M.C.A., Des Moines, Iowa. Director of Des Moines "Y" Camp for 26 years.

In the June Issue . . .

"FROM CAMP TO LIBERATED EUROPE"

"ARCHERY IN THE CAMP PROGRAM"

## Leadership Training . . .

*(Continued from page 27)*

4. Wisconsin section, R. Alice Drought, Auer Park, Pewaukee, Wisconsin
- A. C. A. Section sponsored Training Courses for Camp Counselors:
  1. Allegheny Section, Miss Gladys Ryland, School of Applied Social Sciences, University of Pittsburgh, Pittsburgh, Pa.
  2. Central New York Section, Adj. Wm. E. Chamberlain, Salvation Army, Syracuse, N. Y.
  3. Chicago Camping Association, Miss Etta Mount, 6336 Sheridan Road, Chicago 40, Ill.
  4. Iowa Section, Mrs. John R. Battin, 204 Paramount Bldg., Cedar Rapids, Iowa
  5. Lake Erie, Miss Marjorie Cooper, 1900 Euclid Ave., Cleveland, Ohio.
  6. National Capitol Section, Miss Pauline Kinsinger, Y. W.C.A., Baltimore, Maryland.
  7. Northern California Section, Miss Jean McKenzie, Mills College, Oakland, California.
  8. Ohio Valley Section, Benton P. Cummings, City Recreational Commission, City Hall, Cincinnati 2, Ohio.
  9. Ontario Section, Miss Dorothy Jackson, 415 Yonge St., Toronto, Canada.
  10. Oregon Section, Miss Marjorie Dibble, Camp Fire Girls, Mier & Frank, Portland, Oregon.
  11. San Joaquin Section, Lawrence Handy, Y.M.C.A., Visalia, California.
  12. Southern California Camping Association, Miss Lenore

C. Smith, 1052 W. 6th St., Room 509, Los Angeles 14, California.

13. St. Louis Section, Mr. Alfred H. Wyman, 613 Locust St., St. Louis 1, Mo.

### *Others —*

1. American Red Cross Aquatic Schools, Information from local Red Cross offices.
2. Denver Council of Social Agencies, Ruth Schacht, Community Chest Bldg., 314-14th St., Denver 2, Colorado.
3. Girl Scouts — Regional Training Courses for Directors and Counselors Margaret Chapman, Camp Adviser, Girl Scouts, 155 E. 44th St., New York City 17, N. Y.
4. Greater Boston Community Council, Mrs. Ruth H. Griffin, 261 Franklin St., Boston 10, Mass.
5. Methodist Youth Fellowship, Clarice M. Bowman, 810 Broadway, Nashville 2, Tenn.
6. State of Tennessee, Division of State Parks, Henry G. Hart, Nashville, Tenn.
7. Ithuhapi Recreation Leaders Laboratory, Wm. J. Bell, 1040 Plymouth Bldg., Minneapolis 2, Minnesota.

### *Colleges and Universities offering Camp Leadership Training:*

Carleton College, Northfield, Minnesota  
 College of St. Catherine, St. Paul, Minnesota  
 Harris State Teachers College, St. Louis, Missouri  
 Illinois Wesleyan University, Bloomington, Illinois  
 Ithaca College, Ithaca, N. Y.

*(Continued on page 36)*

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## Camping and Social Reconstruction

(Continued from page 5)

"control" of union activities, high taxes, and a labor draft, "made necessary to solve post-war economic problems."

"Eternal vigilance is the price of freedom."

10. *The probability of sharper cleavages in society.* Cleavages are possible between veterans and civilians, between the sexes, and between age, nationality, racial, religious, and economic groups. Evidence of increased tensions and intolerance is already observable.

11. *The possibility of cynicism and disillusionment* after the war. War aims are not clear. Many people will be asking if the results are worth what it cost, especially if we fail in finding solutions to world problems.

### III. Social Needs Growing Out of the Above Formulation.

1. Increased unity among people in every community and among diverse groups. Intercultural education is an imperative.
2. Extending and broadening our concept of community.
3. Increased skill in cooperative and community-wide planning.
4. The full and intelligent use of human resources.
5. Education that is forward-looking.
6. A faith that man can create a world that will better meet human needs.
7. The necessity of extending democratic ideals, methods, and practices into every human relationship, into the home, the school, the church, industry, community agencies, and the summer camp.
8. An equal concern for *all* individuals and groups.
9. The making of plans and decisions on the basis of human welfare rather than on materialistic grounds.
10. The re-defining of democracy in social terms.

### IV. Objectives for the Education of Campers that have Social Significance.

Camping assumes its obligation to society by accepting the responsibility for the education of future citizens who:

1. Can think straight on all problems.
2. Have a sense of responsibility for community welfare and improvement.
3. Have *social* goals rather than purely individual ones.
4. Are creative, rather than traditional, in social relationships.
5. Have the spirit of good will, justice, fraternity, and good sportsmanship.

6. Understand how other individuals and groups contribute to us, as well as how we contribute to them.
7. Are free from fear and misunderstanding of individuals and groups.
8. Conceive of themselves as being world citizens.
9. Have skill in group (social) planning within the range of campers' interests and abilities.
10. Have a service motive and will volunteer for community service.
11. Are motivated by spiritual values.

### V. Opportunities Through Camping Organizations in Sections and Nationally.

1. The discovery of new or previously unmet needs such as those of children who are physically, economically, socially, or emotionally handicapped.
2. Community planning with all other socially constructive groups, including churches, unions, councils of social agencies, schools, local, state, and federal governmental agencies, and others.
3. Influencing the development of desirable legislation for children and the development and acceptance of standards for individual camps.
4. Working toward making camping experiences available for all children.

### VI. Conclusion

It is obvious that camping can assist directly and indirectly in the work of social reconstruction in the period ahead. Society is in process of being re-made. Camping can participate in this creative process if it will but accept its social responsibility.

"One full age is ended, and its time,  
We are the makers of another world."

## Secretary's Report . . .

(Continued from page 26)

will provide more money for extended service.

4. Active participating national A.C.A. committees, to further the work of the Association.

5. The further assumption of responsibilities on the part of Sections.

6. Adequate office assistance to handle the increasing volume of A.C.A. records, correspondence, and service.

7. Camping education. We must do more with it.
8. Legislation, local and federal. We must look toward it.

9. A vital camping movement—national and international.

10. A better job of public relations, nationally and locally.

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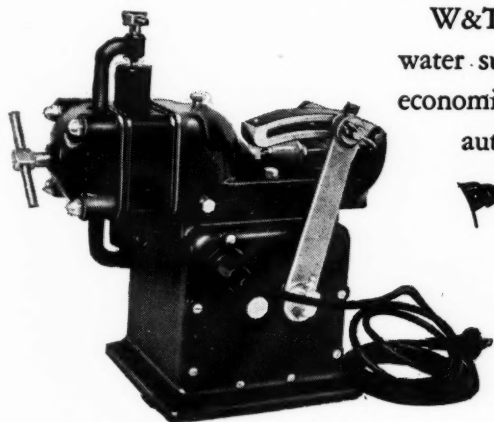
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## Leadership Training . . .

(Continued from page 33)

LaCrosse State Teachers College, LaCrosse, Wisconsin  
Los Angeles City College, 855 North Vermont Avenue,  
Los Angeles, California  
Macalester College, St. Paul, Minnesota  
Mills College, Oakland, California  
New York State College of Forestry, Syracuse, N. Y.  
New York State Teachers College, Cortland, N. Y.  
New York University, New York City  
Oregon State College, Corvallis, Oregon  
Pomona College, Claremont, California  
Reed College, Portland, Oregon  
San Francisco State College, San Francisco, California  
San Jose State College, San Jose, California  
Santa Barbara State College, Santa Barbara, California  
St. Olaf College, Northfield, Minnesota  
Teachers College, Duluth, Minnesota  
Teachers College, St. Cloud, Minnesota  
Texas State College for Women, Denton, Texas  
University of California, Berkeley, California  
University of California at Los Angeles, Los Angeles,  
California  
University of Michigan, Ann Arbor, Michigan  
University of Minnesota, Minneapolis, Minnesota  
University of Oregon, Eugene, Oregon  
University of Southern California, University Park, Los  
Angeles, California  
University of Toronto, Toronto, Canada  
University of Washington, Seattle, Washington  
University of Wisconsin, Madison, Wisconsin  
Washington State College, Pullman, Washington  
Wayne University, Detroit, Michigan  
Western Michigan College of Education, Kalamazoo,  
Michigan  
Winthrop College, Rock Hill, South Carolina

## Progressive Living . . .

(Continued from page 19)

that plays the symphony? Yes, living out-of-doors can be a passive enjoyment. For some people it always will be, but for those who wish to be a creative part of out-door living, let's unlock the door and invite them in. When they enter, make sure that we find out where they are, and, from there, explore with them a creative and progressive experience in our campcraft programs this summer.

### TREK CART WITH ITS EQUIPMENT FOR A THREE DAY TRIP

8 Senior Scouts and 2 Leaders

*Each Scout carries her own large knapsack on her back with her own personal belongings; her food rations in her outside pockets; also a canteen, and a mess kit. Some carry a hatchet with a sheath.*

*Equipment to be packed into Trek Cart*

10 bedding rolls—all very compactly rolled, with poncho

5 small light pup tents  
4 spare ponchos  
nest of cookpots in bag  
skillet in bag  
4 canvas buckets  
2 large canteens for drinking water  
2 wash-up bowls, dish mop, 3 teacloths in bag  
2 wash bowls  
bag of tools, rope, cord, etc.  
box of food supplies  
2 hatchets  
screening for latrine and wash house, pegs, ropes,  
clothes pins  
trek cart complete with ropes for pulling  
tarpaulin to cover all over the trek cart

## Camping and Guidance . . .

(Continued from page 4)

worse, more privileged or less. This last is seldom attained, I am convinced, by any of us. However, leaders should hold it as an ideal and strive to achieve it if they are really to lead youth to a sense of world citizenship. We say camps can be powerful democratizing influences; we say they can give youth freedom. Here is where they are going to need to be freed, need our help most, as one of the attitude building institutions. The strength of the peace will depend upon it.

The peak has a tablet on which is written "Who is my neighbor?" As to camps we say, provision should be made by camps for experiences of working and living cooperatively with persons of other racial, religious and political and economic groups particularly for those who have attained the maturity to enter normally into such an experience.

In a recent issue of the *Atlantic Monthly*, Anna Louise Strong describes with remarkable vividness how the Russians began in the winter of 1942 to cut logs for the repair of German held mines with faith that they would retake those mines. Although they were desperately pressed at that time, they believed in themselves and that they would need to begin to prepare to rebuild their own devastated country many months hence. She describes how with the spring floods of 1943 the timber was rafted down the Volga, shipped across to the Don and again rafted down that river, traveling through the long summer time toward the mines which were still in Nazi hands. Finally, the Russian Army pushed the Nazis back town by town until the mine region was cleared and they were ready to use the logs as they arrived to restore their beautiful country.

Our work with children in camps is a matter of faith in the future of our youth and in our ways of

(Continued on page 43)

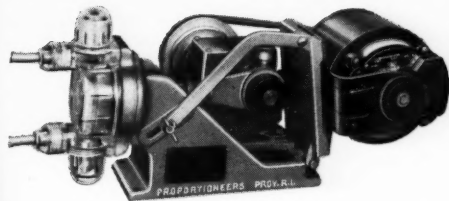




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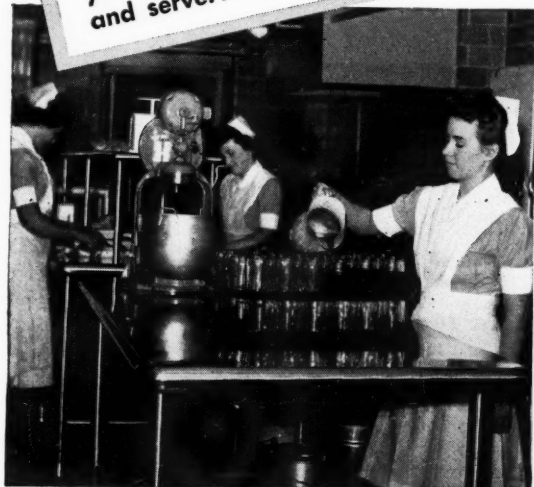
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ORDER TODAY and request price list on other time  
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## Camp Seamanship . . .

(Continued from page 15)

and the service for which each is suited; nomenclature of the essential parts of a canoe.

5. Learning why seats are not desirable in canoes, and where thwarts should be located, and how to relocate them if necessary.
6. Learning the various types of kneeling-pads; how to use them; and how to make and care for them.
7. Learning of basic safety equipment—stowage of spare paddle; attachment and rigging of bow and stern lines; emergency repair equipment; emergency bailing equipment.

### Phase No. 2—Handling Canoes on Land

1. Emergency methods of making essential repairs to canoes and paddles.
2. Learning the basic principles and various methods of tandem-handling of canoes, to and from the water. (If size of equipment is beyond the physical capacity of two campers, substitute three or four person handling as necessary.)

### Phase No. 3—Launching and Landing

1. Learning how to launch, and to land, a canoe from a shelving beach or shore, and from a low pier or float.
2. Learning how to board, and disembark, under above conditions.
3. Learning where, and how, to distribute weight of paddlers, passengers and/or duffle, to obtain proper trim of canoe.
4. Learning how to change, and how to exchange, paddling positions safely.

### Phase No. 4—Tandem-Paddling, with Double Blade Paddles

1. In land or shallow-water drill, learning how to adjust, hold, and stroke with the double-blade paddle.
2. As a tandem crew, afloat, learning how to paddle straightaway, and hold a course.
  - A. Responsibility of bow position and how to set a stroke.
  - B. Responsibilities of stern position and how to follow stroke.
3. Learning how to change course, making gradual turns and sharp turns, under way.
4. Learning how to stop, and to go astern.
5. Learning how to execute pivot turns.
6. Learning how to make landing approaches at a beach or shore, and at a low pier or float.

### Phase No. 5—Learning the Elements of Basic Strokes with the Single-Blade Paddle

NOTE: This initial instruction and practice is best given with campers standing in knee-depth water, or kneeling along the edge of a low pier. Practice should include paddling right side and left side.

1. Learning how to most efficiently hold the single-blade paddle for stroking.
2. Learning the "bow" stroke, and the purpose of this stroke.
3. Learning the "backwater" stroke, and its purpose.
4. Learning the "sweep" stroke, and its modifications

into "half sweep" and "quarter sweep" for bow and stern positions.

5. Learning the "reverse sweep," and its corresponding modifications.
6. Learning the "draw" stroke with the overwater recovery, the underwater recovery, and the modification into the "diagonal draw."
7. Learning the "pushover" stroke, with the overwater and the underwater recoveries, and the limited effectiveness of this stroke.
8. Learning the "bow rudder," its uses, and limited effectiveness.
9. Learning the "cross bow-rudder," its uses, and its conversion into the "cross bow draw."
10. Learning the "J-stroke" and its application, for stern position.

### Phase No. 6—Single-Blade Paddling Practice Afloat, Employing the Basic Strokes

NOTE: Practice should be done in tandem, i.e., with a bow and a stern paddler. Paddlers should exchange positions, and change paddling sides, as practice progresses. To facilitate this, pair the tandems on the basis of equal weight.

1. Learning how to paddle straightaway and to hold a course.
  - A. Responsibilities of bow position and how to set the stroke.
  - B. Responsibilities of stern position, and how to follow stroke.
2. Learning how to change course, making gradual turns and sharp turns, under way.
3. Learning how to stop, and to go astern.
4. Learning how to execute pivot turns.
5. Learning how to move the canoe broadside, under way, and without way.
6. Learning how to make landing approaches at a beach or shore, and at a low pier or float.

### Phase No. 7—Safety: Handling the Canoe under Emergency Conditions

1. Learning how to hand-paddle the canoe, in tandem.
2. In tandem, learning how to board an empty floating canoe from swimming position, and precautions against its drifting away.
3. Learning how to right a capsized canoe, board it in tandem, and control from again capsizing.
  - A. Learning how to maneuver the swamped canoe to safety, using paddles and by hand-paddling.
  - B. Learning how to safely empty the swamped canoe at a beach or shore, and at a low pier or float.
4. Learning the theory (and practice within limitations, if conditions are available) of tandem paddling in heavy weather.
5. Learning how to rig a safe towline.

### Phase No. 8—Rescues: Limited Use of the Canoe for Assistance to Others

1. In tandem, learning how to give assistance to a tired swimmer.
2. In tandem, learning how to give assistance to the occupants of a capsized canoe and to rescue their craft.

### *Dear Camp Director:*

In just a few short weeks, there will be entrusted to your faithful care and guidance, thousands of the very finest of young America—our loveliest girls and our future business men and presidents.

As Dad and Mother are to entrust their dearest possessions to you, then why not give Dad a break; the chance to budget his unknown doctors', hospital, X-Ray and nurses' expenses. Is it quite fair for you not to do this when you know all about it, and the chances are that he may never have heard of it?

What if Billy or Betty should have a bad accident and the bills should be \$150.00 or \$200.00, or perhaps an illness bill of \$75.00, wouldn't you feel very guilty to send those bills to Dad, if you had not offered him the opportunity to have them all paid, for but \$5.00 for the full camping season? Slightly different plan for institutional camps, such as Scout, Y.M.C.A., etc.

Hundreds of camps make this available every year to the parents and we already have arrangements made to protect about 20,000 children this summer.

**It is entirely optional with each parent.**

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**Your letter of inquiry will be cheerfully answered.**

Yours for a full camp and a most successful season,

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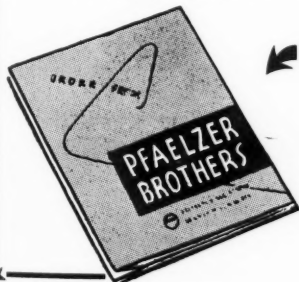
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## Establishing Good Will...

(Continued from page 9)

majority, it has been found, have not considered the matter and, with the customary American spirit of fair play, are willing to go along if the director believes the project can and should be done.

### *Selection and Training of Staff*

Staff for intercultural and interracial camps should meet the following criteria, which are over and above the usual qualifications of good character and program skills:

1. They must believe wholeheartedly in the undertaking, although they should be objective. Maturity is particularly essential. Their attitudes may be determined through personal interviews, references, statements and descriptions of previous experience.

2. They should include individuals drawn from the same new groups as are being admitted as campers. Sometimes, engagement of such staff members precedes the acceptance of the campers referred to.

Training courses for staff need to provide for the following: inclusion as teachers and as students, persons representative of the new groups to be served; required reading in the field of intercultural and interracial relationships; explanation of the camp's ob-

jectives in these areas; material designed to give understanding of the cultural backgrounds of the new campers to be served; positive techniques for fostering good camper relationships and good camper-counselor relationships; outlining of clear-cut staff responsibilities in the handling of relationships; techniques of averting embarrassing situations; material to give understanding of how attitudes are formed and changed.

### *Camp Program*

Program normally is the medium through which campers learn to find common interests, to gain respect for personal ability and to develop friendships and loyalties. In program, as with housing and seating at table, the principle advocated is that of respecting the preferences and the interests of campers, while yet continually working to provide a sense of acceptance sufficient to break down clannishness based on racial, religious or similar differences.

Programs of unity through diversity are helpful if they observe the principle of creating opportunities to show the contribution of all groups to our country without, at the same time, identifying certain campers as belonging to different or foreign groups. Books, and motion pictures such as "The Negro Soldier," lend themselves to good follow-up discussion.

Another sound principle is that of planning constructive, rather than competitive, programs. Work projects and intercamp work projects are examples. Visits by one camp to another, use of speakers from other camps, a joint vesper service or a campfire with joint planning are other examples.

The selection of places to visit may be made with the view to providing opportunity for relating to intercultural understanding.

Historical plays and skits may be chosen to relate to present day problems, such as freedom of worship.

The arts program (music, the dance, crafts) is an excellent source for interpreting various peoples.

Program planning also has the negative aspect of avoiding embarrassing situations through the examination of plays, songs, and other program elements to eliminate that which will offend or create differences.

### *Year Round Carryover*

Committeemen, parents, counselors and campers change somewhat from year to year. Furthermore, campers may find, when back from camp, attitudes in their communities, schools, even homes, which foment intercultural and interracial bias. Therefore, to insure that the better attitudes learned at camp remain and enrich the camp next summer, year-round interpretation is advisable. An effective way is through the camp reunion at which the happy memories of last summer at camp can be revived and

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happy feelings of anticipation created for the coming summer.

*The Role of the American Camping Association  
and its Sections*

Every camp's effort in intercultural or interracial camping is strengthened by the extent to which other camps adopt similar efforts. Therefore, the American Camping Association and its sections have a vital role to play, as follows:

1. To gather camp experience to date in this area and make it known through *The Camping Magazine* or through special releases.

2. To include material in this area in the proposed content of training courses for counselors.

3. To provide resource material on this subject.

4. To reaffirm the position which the ACA took at Alexandria.

5. To think this subject through and take a stand, so that each camp director is protected in his convictions by joint action and belief.

6. To study ways in which sections can participate in the efforts of councils of social agencies in this field so that a pooling of effort may result.

7. To discuss the subject further at forthcoming workshops.

**BRIEF BIBLIOGRAPHY ON INTER-GROUP  
RELATIONS**

*For Staff Training:*

Your School, Your Children—by Marie Syrkin

Who Shall Be Educated — by Warner, Havighurst and Loet

Brothers Under the Skin — by Carey McWilliams

Must Men Hate — by Symund Livingston

Races of Mankind — by Ruth Benedict

Probing our Prejudices — by Hortense Powdermaker

Inter-Cultural Education in American Schools — by Vickery and Cole

New World A-Coming — by Roy Ottley

Characteristics of the American Negro — by Otto Klingberg

Common Ground — a quarterly published by Council of American Unity, 222 Fourth Ave., New York City

*For Camp Library Shelves for Counselors:*

See Reading for Democracy, 1945, III. 36 important books that every American should read.

*For Camp Library Shelves for Campers:*

See Reading for Democracy — Books for Young Americans.

(List for very young, intermediate, and for older readers)

Available from National Conference of Christians and Jews Midwest Area Office, 203 N. Wabash, Chicago 1, Illinois (also published in *Camping Magazine* for February).

*Organizations to Whom to Write for Leadership, Information, and Program Suggestions.*

American Council on Race Relations, 32 West Randolph, Chicago

Bureau for Intercultural Education, 221 W. 57th St., New York

(Continued on page 46)

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## Western Training School...

(Continued from page 13)

onstrated, planned, and exhibited. Beginning naturalists need many such helps to bolster their feeling of competence and to give them some definite starts while they adjust themselves to further problems that will arise. Some theory was offered—the Nature Counselor himself, the developing child in relation to his outdoor world, the counselor's self-growth in nature directing. The topic of nature games, awards, and nature tests suitable to camp life were given careful consideration. The theoretical over-all planning of nature instruction for individual camps was developed.

The Camp Naturalist needs to be recognized by his Director as a member of the camp staff who has specialized training. This training and nature education does not come overnight. It is the result of much serious study plus actual field experiences. One can early learn to identify the Black Oak or even call it by its scientific name, *Quercus kelloggii*; but how long will the youngster be thrilled with this information? If the Naturalist can add to these brief facts the lore of the Indian and his use of the acorns; locate a nest in the oak and bring the child to see the tree anew as the home of birdlife, or perhaps a squirrel's nest, then is the true Camp Naturalist working! For such contributions, the Naturalist can not be the camp nature leader and at the same time divide his attention and responsibilities to swimming, help in the kitchen, or organize the evening campfire programs. Let him do the work he is willing to spend time, interest, and energy upon and make the nature program real and vital in the lives of his campers!

The final meeting of the group was held with the Eighteenth Annual meeting of the Southern California Camping Association conference. In consultation with the training committee of this organization, it was decided that those members who had attended two-thirds of the total number of meetings were entitled to a "Certificate of Participation" and thus became the graduating group. The members themselves agreed this was fair since they felt that the certificate would mean little unless definite standards were maintained. Before the campfire's glow the graduates were formally presented their "Certificates" by the president and chairman of training.

This does not end our plan, for as the course drew to a close, members asked that somehow the group be continued and that future classes be added to a growing membership of alumni. Three concluding projects are hence being formulated.

First, the instructor plans to visit each graduate during the summer season in his camp and thus develop an instructor-learner relationship on the ground of the graduate's particular job. This relationship

THE CAMPING MAGAZINE



will be beneficial to the instructor in his future planning since it will keep him keenly aware of the several problems confronting the beginning nature counselor. Perhaps he can enthuse the Director toward greater use of the camp's natural environment.

Second, a work booklet is proposed. This field booklet will include the elementary information, the devices and suggestions of the course and will be built up through the combined efforts and experiences of the entire group. Such a community achievement will solidify the group and give reason for its contribution. In future training courses these first graduates will serve as assistant instructors.

Third, Fall courses along specialty lines will be provided for the graduates. Some have indicated the desire to develop skills in one or more fields of nature activity. Some want to become bird experts; others are interested in insect life. Community resources will provide additional expert leadership. Our Los Angeles Audubon Society folk have offered help and have invited participation in their weekly bird hikes. Our mineral societies have offered help in their special field. The Los Angeles County Museum is glad to serve in special capacities.

Our first effort in training has proven satisfactory. Details can and will be perfected. But topping these items of organization, the *esprit de corps* and enthusiastic membership developed within the group has been a joy forever! No longer just a class but a group of kindered spirits bound together with the sincere desire to help boys and girls see nature as a living, vibrating place of life! This is the spirit of the graduating class of Summer Camp Naturalists of the West!

## Camping and Guidance . . .

(Continued from page 36)

working with them. If we are doing our job well we are preparing youth to take on their shoulders the re-building which is necessary for the building of a new world. They are the timbers for the reopening of the mines of civilization.

## President's Page . . .

(Continued from page 23)

All of us who are responsible to you for the national phase of Association work are eager for any and all suggestions you wish to give us. We hope, therefore, that you will be generous with these suggestions, for we are depending on the advice and cooperation of every single member as we go forward in ACA work during the next two years.

for May, 1945

# CAMP EXECUTIVES

know the popularity of crafts with boys and girls in summer camps and they also know that

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## Work Experiences . . .

(Continued from page 11)

6. The length of the work period should be adjusted to the physical development, age, and attention span of the campers. However, the work period should be long enough and the work sufficiently taxing upon time, energy and stamina of the camper to make him cognizant that work involves effort.

### Principles Governing Out-of-Camp Projects and Work Camps

1. Service rather than pay should be the dominating factor in work projects.
2. Work projects should not be in competition with paid labor. On projects involving pay, the going rate should be paid the campers.
3. The work projects should be socially significant and should be limited to undertakings which, if not done by the camp, would not get done.
4. Projects should be set up in cooperation with civic, social and educational agencies.
5. State and national laws relative to employment of minors, and health and safety, should be adhered to.

### SUMMARY

It is readily recognized that attempts to provide a work experience for campers can be made more readily with the present camp as the site of work projects, or at least as the base from which work groups go out into the neighboring communities, fields, or forests. As operators of "orthodox" camps we can visualize so arranging our present programs as to permit significant work experiences. The more radical departure is the establishment of a camp in which the primary objective is work.

Camping in the past has been largely individualistic—in terms of the individual camper. "What activities will help the camper grow as an individual? What standards can be instituted to safeguard his health?" These and similar questions commanded our attention.

Now we are proposing a departure from this myopic focus upon the individual. We are beginning to think in terms, not only of what the camp can do for the individual, but also in terms of the socialization of the person; developing his awareness of the welfare of others. If we can achieve this we shall be helping to solve what sociologists have often pointed out as the one single social problem, that is the problem of *living together*.

It is our contention that there are socialized values in a satisfying work experience and that as camp people we need to discover ways of realizing these values. It does not mean throwing overboard or scrapping those things which we have done in the past and which have proven their worth. Rather, it is adding another tool, employing another media for the development of the camper, not solely as a psychological entity—an individual, but likewise as a socialized being.

## Extension of Camping . . .

(Continued from page 8)

residence and day camping in places such as Los Angeles, California; Milwaukee, Wisconsin; and Pittsburgh, Pennsylvania. 4-H Clubs represent a substantial part of the operating services to rural youth, including conference-type camps, training camps, short-time-community camps, and day camping. T.V.A. camping areas are resources for rural areas but there has been difficulty in making use of camping areas for the rural population.

The post-war planning done recently in Syracuse, New York, by the council of social agencies under the county planning council revealed that less than 10 percent of the known camping needs of children between 6 to 18 years of age were being met. A survey was carried out to ascertain the number of children who wanted camping and the possibilities for utilization of existing facilities and leadership and to identify problems involved in the extension of camping services.

Problems to be solved in planning for organized camping in the United States include: 1. Development of appropriate facilities for a variety of types of camping. 2. Full utilization of camping facilities. 3. Equitable distribution of camping services to all groups within the population. 4. Need for qualified leadership for organized camping. 5. The development of varied programs to meet diversified needs for camping. 6. Adequate community planning for full development of a community camping program.

Organized camping has a contribution to make toward a secure, happy, significant life for many children in these years ahead. But it is acknowledged that more camps are needed to meet the increasing demands of the war and post-war period. Strengthening existing programs, under agency, organizational, and independent auspices, utilization of all facilities, and development of leadership will contribute toward meeting this need.

### SOURCES

"Camping—A Wartime Asset"—Report of the conference of the American Camping Association, October 22-25, 1942, Alexandria, Virginia.

"Leadership for Camping"—Report of the Workshop of the American Camping Association, October 21-24, 1943, Bartlett, Illinois.

"Extending Education"—March 1945, Volume II, No. 1.

"The National Park Service in the Field of Organized Camping"—Yearbook 1937.

"The Camping Magazine"—January 1945.

"Needed—More Camps for Children"—Article by Katharine F. Lenroot, U. S. Children's Bureau, April, 1944, issue of the American Camping Association magazine.

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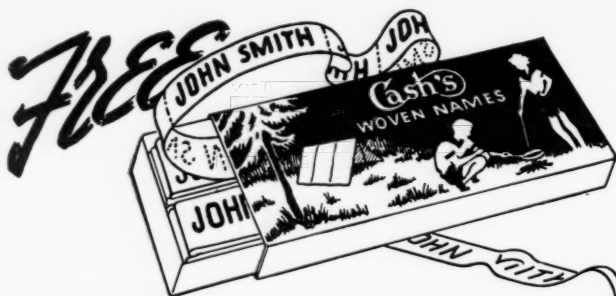
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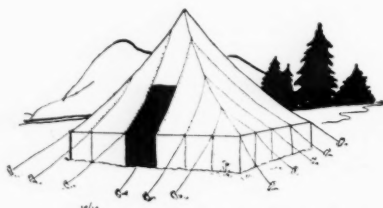
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*(Continued from page 41)*

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## HOW TO JOIN THE A.C.A.

Persons interested in camping who wish to join the American Camping Association are referred to the list of A.C.A. Section presidents on the inside back cover of the magazine. The Section president nearest one's own locality should be contacted for a membership application blank. Camp memberships are \$10.00 a year; active memberships, \$5.00 a year, both of which include a subscription to the *Camping Magazine*.

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**Available from YMCA Motion Picture Bureau**, 347 Madison Ave., New York 17, N.Y., 16 mm. films suitable for use in Camp Counselor Training sessions. Leaders' discussion outlines for each subject are available on request. These films can be utilized effectively to stimulate discussion of sound educational theories and methods, as applied to camp leadership.

**YS-104 Camping Education—2 reels.** A March of Time film which tells a vivid story of the training program at National Camp for Professional Leadership, sponsored by Life Camps, Inc. The progressive program in operation here and at Life's Camps for Boys and Girls is clearly pictured. This film will stimulate lively discussion and bring many new ideas for worthwhile camp activities. **Rental \$3.00.**

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**"Handbook of Practical Leather Projects"**—Horton Handicraft Co., Hartford, Conn.

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**"How Times Have Changed"**—New Menstrual Manual combines popular interest with authoritative information, available to camp-owners, directors and their associates. Also Question-and-Answer Folders and TAMPAX samples. Write to Educational Department, TAMPAX Incorporated, 155 East 44th Street, New York 17, New York.

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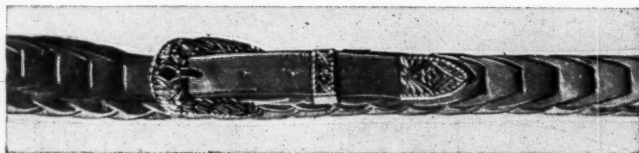
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